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A SURVEY OF THE STATUS AND ROLE OF VICE-PRINCIPALS
IN SELECTED SCHOOL DISTRICTS OF BRITISH COLUMBIA

by

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A THESIS

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ABSTRACT OF THE THESIS

The trend to decentralize the education system in British Columbia has recently had its impact at the school level. Revisions of school curriculum and school organization have placed an emphasis on the school principal as a school leader, and also an emphasis on the need to train persons for school leadership roles. The literature and a number of investigators have suggested that the vice-principalship has the potential for training principals or future school leaders. This study examined the present status and role of the vice-principal in British Columbia schools to indicate whether or not the position was being used to train school leaders.

Thirty-six school districts and ninety-four schools were selected for the study. Questionnaires were sent to vice-principals, principals and district superintendents in the selected schools and districts to obtain the information.

An analysis of the questionnaire responses indicated that school administrators as a group have not recognized the potential of the vice-principalship for the training of school leaders. In most school districts the vice-principalship was considered a necessary administrative position, but few had defined the role or duties of this position. The lack of definition of the position resulted in vice-principals performing a number of functions that were of a clerical or routine nature. The assigned duties took much of the vice-principals' time but placed little emphasis on professional training in areas

of school administration, organization and supervision. It was noted that few women had been appointed vice-principals and it appeared that the number would not increase in the future.

To promote the vice-principalship to a position of preparation for the principalship or school leadership, school boards might define or re-define the role and duties of the position; might institute planned, professionally oriented, principal preparation programmes, and might consult with appropriate individuals and groups to provide a balance of experience and theory in a preparation programme.

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CHAPTER I

PURPOSE OF THE STUDY, DEFINITION OF TERMS, AND COLLECTION OF DATA

Introduction

The education system in British Columbia has undergone many changes in the past two decades. As in other parts of Canada and the western world, these changes have been the result of societal, technological and economic pressures. The results of these pressures have affected the organization of the educational system at the provincial and local level. At the same time, instructional programmes have been revised and extended.

In the past twenty years, the western society, and more particularly, the people of British Columbia, have stressed two educational objectives:

1. Equality of educational opportunity for all young people of the province.
2. Opportunity for each pupil to develop to his or her maximum potential according to abilities and aptitudes through an educational programme.

The technological age brought with it demands for a re-orientation of the province's instructional programme. Initially, mathematics and sciences were emphasized, however, later re-orientation involved the humanities and recreational activities.

Economic development of the province has been dependent on the immigration of skilled labourers, technicians, and professionals. The settlement and integration of these people has influenced the instructional programme.

More specifically, the organization changes in the British Columbia public school system can be related to the major recommendations of two royal commissions on education. The organizational changes influenced the revision of, and the extension of, the instructional programmes. Larger secondary schools were established as a result of the formation of large school districts as recommended by the Cameron Report,¹ in 1946. This change resulted in the retention of more pupils through to Grade XII and thus initiated a revision and extension of the instructional programme by the Department of Education in the 1950's. A second Royal Commission on Education was established in 1958 to report on all aspects of public education, exclusive of financing.² The recommendations of this commission clarified the philosophy of education and changed the structure of the school organization. Thus, the 1960's have involved the Department of Education in major revisions of programmes and courses, plus extensions into new programmes

¹Maxwell A. Cameron, Report on the Commission of Inquiry into Educational Finance, Province of British Columbia, Victoria, King's Printer, 1945.

²S. W. F. Chant, J. E. Leirsch, R. P. Walrod, Report of the Royal Commission on Education, Province of British Columbia, Victoria, Queen's Printer, 1960.

and courses. The primary consideration of the revised and new programmes was the preparation of pupils for the needs of the present society. As a result of these changes, there has been a marked increase in the retention of pupils which has necessitated the consolidation of secondary education into still larger schools.

The recommendations and subsequent changes by the Department of Education have initiated a move to decentralize the public education system in British Columbia. Decisions regarding the type of school, the type of organization, and the extent of the school instructional programme had to be made at the local school district level and at the school level. Because of this, an emphasis was placed on the need for educational leadership at the district, and, more specifically, at the school level.

The responsibilities to be assumed by various personnel at all levels of the education system are stated in the Public Schools Act.³

The school principal has a key position in processing educational decisions, since he has the responsibility of organizing, administering and supervising the educational programme in his school. The principal must make decisions which affect the teaching and learning situations in his school. The investigator contends that the principal should be prepared to be an educational leader.

³Public Schools Act, Province of British Columbia (R.S.B.C. 1960 Chap. 319: 1961 Chap. 53: 1962 Chap. 54: 1963 Chap. 36: 1965 Chap. 41: 1967 Chap. 42. Consolidated for Convenience July 1, 1967), Victoria, Queen's Printer, 1967.

The anticipated growth of the school system in the next decade adds emphasis to the need to train a pool of potential school principals or school leaders.

Eighteen years ago Thomas made this statement:

Educational leadership demands superior training in administrative procedures and practices...increasingly numbers of the educational profession recognize the importance of well trained and well informed educational leadership. The public too, is becoming aware of its importance."⁴

Over the years it has been stated that the position of vice-principal has the best potential for training educational leaders⁵ for a school system. Unfortunately, the Public Schools Act⁶ has not specified the role of a vice-principal as one of training for a principalship or the school educational leader.

Two studies in the last ten years have considered the status and role of the vice-principal in British Columbia public schools. In 1959, O'Brien⁷ completed a study on the status and role of principals

⁴Maurice J. Thomas, "How to Recognize a Modern Educational Leader," The School Principal, 70:41, September, 1950.

⁵Phillip C. Wells, Robert H. Nelson, Earl M. Johnson, "The Assistant Secondary School Principal-The Professional Literature Says," The National Association of Secondary School Principals' Bulletin, 49:15-22, January, 1965.

⁶Public Schools Act. op. cit., Section 129 (c).

⁷Patrick O'Brien, "A Survey of the Position of the Principal & Vice-Principal in British Columbia Schools" (unpublished Master of Arts thesis, The University of British Columbia, 1959).

and vice-principals. More recently, in 1967, Ellis⁸ completed a study on the mobility of school principals in urban districts in which he made reference to the role of the vice-principal. These studies and two Alberta-oriented studies by Enns⁹ and McLeod¹⁰ will be referred to in later discussions.

Purpose of the Study

The purpose of the study is to assess the present status and role of the vice-principal in selected school districts of British Columbia.

More particularly, the writer seeks answers to the following questions:

1. To what extent are age, sex, qualifications, training and experience considered in selecting vice-principals?
2. To what extent do vice-principals' duties and responsibilities vary?
3. To what extent are the duties of vice-principals determined by local authority?

⁸James R. Ellis, "A Study of Career Mobility of Principals in Large Urban School Centres in Western Canada" (unpublished Master of Education thesis, The University of Alberta, Edmonton, 1967).

⁹F. Enns, "A Survey of the Present Status of the Vice-Principals in Divisional & County Schools" (unpublished Master's thesis, The University of Alberta, 1960).

¹⁰John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools" (unpublished Master's thesis, The University of Alberta, 1959).

4. To what extent are vice-principals provided with time and facilities to perform their duties?
5. To what extent do districts promote a stated training programme for vice-principals?
6. To what extent are women encouraged to accept vice-principalship?
7. To what extent are vice-principalships providing training for principalships?

In seeking answers to the above questions, references will be made to findings, similar to and different from, those reported in the studies by O'Brien,¹¹ Ellis,¹² Enns,¹³ and McLeod.¹⁴

Limitations of the Study

The study was not structured to indicate the implications of the historical development of the role of the vice-principal in the province of British Columbia, but rather to assess the current situation.

As the questionnaires were sent to selected school districts and schools, and because the percentage of questionnaire returns placed limitations on the study, the results led to generalizations rather than conclusions. It was assumed that the responses to the

¹¹O'Brien, loc. cit. ¹²Ellis, loc. cit.

¹³Enns, loc. cit. ¹⁴McLeod, loc. cit.

questionnaires were representative rather than unique.

The exclusion of District #39 (Vancouver), the largest school district by pupil population in British Columbia, could be considered a limitation.

Definition of Terms

Vice-principal. The vice-principal is a teacher appointed by the Board of Trustees who shall exercise the functions of the principal during the principal's absence, and who shall perform such other duties as are assigned to him by the principal with the approval of the District Superintendent of School.¹⁵

Assistant principal. The assistant principal, for the purposes of this study, shall be considered to be synonymous with vice-principal.

Elementary vice-principal. Elementary vice-principal, for the purpose of this study, refers to the teacher designated as the vice-principal of an elementary school.

Elementary school. An elementary school is a public school in which accommodation and tuition are provided for pupils from Kindergarten to Grade VII as provided by the Schools Act.¹⁶

¹⁵Public Schools Act, op. cit., Section 129 (c).

¹⁶Public Schools Act, op. cit., Section 2.

Secondary vice-principal. Secondary vice-principal, for the purpose of this study, refers to the teacher designated as the vice-principal of a secondary school; a senior secondary school; a junior secondary school, and an elementary-junior secondary school.

Elementary-junior secondary schools have been placed in this category because: (a) the reason for the vice-principal is the extension of the school to include Grade VIII, IX, and X, and (b) the Department of Education requires this type of school to complete documents similar to their secondary school types.

Secondary school. Secondary school is a public school in which accommodation and tuition are provided for pupils from Grade VIII to Grade XII inclusive, as provided for by the Schools Act.¹⁷

For the purpose of this study, schools designated as Secondary, Senior Secondary, Junior Secondary, and Elementary-Junior are considered to be secondary schools.

School district. School district is any area of land created or constituted as a school district by or under the provisions of the Schools Act.¹⁸

District superintendent. District superintendent is a teacher appointed by the Minister of Education, who, in respect to his

¹⁷Public Schools Act, op. cit., Section 2

¹⁸Ibid.

superintendency, assists in effecting the provisions of the Schools Act¹⁹ and in carrying out the Rules and Regulations of the Council of Public Instruction.²⁰

Class period. Class period is the term assigned for the instruction of courses taught in the public schools. This time period varies from ten to forty minutes at the elementary level and forty to sixty minutes at the secondary level.

Large school district. Large school district for the purpose of this study refers to a school district registering 12,000 or more pupils in public schools.

Small school district. Small school district for the purpose of this study refers to school districts registering less than 12,000 pupils in public schools.

Collection of Data

The investigator secured verbal permission from Frederick Enns to modify the questionnaires he developed for his study on the status and role of vice-principals in Alberta rural schools. Each of the

¹⁹Public Schools Act, Province of British Columbia (R.S.B.C. 1960 Chap. 319: 1961 Chap. 53: 1962 Chap. 54: 1963 Chap. 36: 1965 Chap. 41: 1967 Chap. 42. Consolidated for Convenience July 1, 1967), Victoria, Queen's Printer, 1967.

²⁰Rules of the Council of Public Instruction for the Government of Public Schools in the Province of British Columbia, Victoria, Queen's Printer, 1966.

Enns,²¹ questionnaires (vice-principal; principal and district superintendent) was modified, where necessary, to conform to the organization and terminology of the British Columbia School system.

A pilot study, to validate the questionnaire, was conducted in three school districts; #62 (Sooke), #63 (Saanich) and #64 (Gulf Islands). Responses from the ten vice-principals, ten principals and two district superintendents indicated a need for minor revisions to remove areas of ambiguity.

The selection of representative school districts and schools for the study involved a number of considerations. Factors considered were as follows:

1. Seven school districts of the province's eighty-seven districts register 46 per cent of the pupil population.²²
2. Elementary schools of the province register 62 per cent of the population.²³
3. The Schools Act²⁴ does not designate the size of school to which a vice-principal may be appointed.

²¹Enns, loc. cit.

²²Public School 95th Annual Report in the Province of British Columbia, 1965-66, Victoria, Queen's Printer, 1966.

²³Ibid.

²⁴Public Schools Act, op. cit., Section 129 (c)

4. Discussion with district superintendents indicated that most school districts appoint vice-principals when a school registers ten classrooms of pupils. A few districts make the appointment when the school registers eight classrooms.
5. With the information from the district superintendents the writer referred to the Public Schools Annual Report²⁵ and 32 per cent of the elementary schools may appoint vice-principals.
6. It was the intention to select 100 vice-principals for the study.
7. The investigator was a senior administrator in one of the seven districts that registered 46 per cent of the school population.

A decision was made to involve 36 school districts in the study, five classified as large districts and 31 small districts. The districts involved were selected by lot. Initially, 40 elementary schools and 60 secondary schools were chosen for the survey, but due to district school re-organization the number of schools was revised to 37 elementary and 57 secondary.²⁶ Twelve elementary and 12 secondary schools were located in large districts. It was noted that one secondary school had three vice-principals.

²⁵Public School 95th Annual Report in the Province of British Columbia, 1965-66, Victoria, Queen's Printer, 1966.

²⁶See Appendix D-1.

Thirty-two district superintendents were interviewed to obtain permission to conduct the study in districts they administered, and to obtain approval to survey the selected schools. All district superintendents interviewed approved the study.

Packages of the study materials were prepared and mailed to each district superintendent.

The materials included:

District superintendent. A complete set of the questionnaires, letter of permission for the study and an outline of the study; and a stamped return envelope.

Principal. A copy of the principal's and vice-principal's questionnaire, letter of permission and an outline of the study; and a stamped return envelope.

Vice-principal. A copy of the vice-principal's questionnaire, letter of permission and an outline of the study; and a stamped return envelope.

Specimens of the questionnaires and letters are found in Appendixes A-1, A-2, A-3; B-1, B-2; C-1, C-2, C-3.

Three weeks after the distribution of the materials, phone calls were made to some district offices to encourage returns.

The responses to the district superintendents' and principals' questionnaires were as follows:

1. District Superintendents - 31 of 32 replied - 97 per cent response.

2. Principals - 82 of 94 replied - 87 per cent response.

Distribution and returns of the vice-principals' questionnaire are recorded in Table I. Sixty-eight of 96 vice-principals, or 70 per cent, responded to the questionnaire. It was noted that small districts' returns were 78 per cent compared to a return of 46 per cent from the larger districts. Also noted was that returns from secondary vice-principals were higher (76 per cent) than the returns from the elementary group (60 per cent).

TABLE I

DISTRIBUTION AND RETURNS OF VICE-PRINCIPALS'
 QUESTIONNAIRES CLASSIFIED BY TYPE OF
 SCHOOL AND SIZE OF DISTRICT

| Type of School | Size of District | | | | | | | | |
|-------------------|------------------|----|----|----------------|----|----|--------|----|----|
| | Large District | | | Small District | | | Totals | | |
| | D | R | % | D | R | % | D | R | % |
| Elementary | 12 | 5 | 42 | 25 | 17 | 68 | 37 | 22 | 60 |
| Secondary | 12 | 6 | 50 | 47 | 39 | 83 | 59 | 45 | 76 |
| Totals | 24 | 11 | 46 | 72 | 56 | 78 | 96 | 67 | 70 |

NOTE: D - Distribution, R - Return, % - Percentage

CHAPTER II

REVIEW OF RELATED LITERATURE

AND SELECTED STUDIES

Introduction

There was agreement in the literature related to the status and role of the vice-principal that "few administrative positions have as high a potential for direct and effective leadership as the principalship."¹ The literature was consistent in stating the principal's role was not one of "housekeeping". Melsness² stated, "The concept is educational leadership rather than management...." Housego,³ in his report on the new school organization in Saskatchewan, recorded, "...at last (it has been) made clear to all, surely, the need for knowledgeable, and enlightened leadership." The literature emphasized that the position of the vice-principal provided the best opportunity to train future principals (or leaders).⁴

¹Harold C. Hunt and Paul R. Pierce, The Practice of School Administration - A Co-operative Enterprise. (Boston: Houghton Mifflin Company, 1958), p. 512

²Melsness, as quoted in A. W. Reeves, J. H. M. Andrews and Fred Enns (ed.), The Canadian School Principal, (Canada: McLelland and Stewart Limited, 1962), p. 10.

³I. E. Housego, "A Definition of Principals Supervisory Role," Canadian School Journal, 44:26, January-February, 1966.

⁴Phillip C. Wells, Robert H. Nelson, Earl M. Johnson, "The Assistant School Principal-The Professional Literature Says," National Association of Secondary School Principals' Bulletin, 49:15-22, January, 1965.

The investigator shared the concern of Hurley⁵ when he inquired, "Where will our future principals come from if vice-principals are not prepared for the job?" This concern was not unique. Otto⁶ reported the concern for the shortage of educational leaders had been present for at least two decades. Flower⁷ and others⁸ emphasized the present shortage and the anticipated shortage in the future caused by the growth of school systems and the expansion of instructional programmes.

If it is assumed that education is a major enterprise in our society, then considering the investment of monies, people and time, leadership is essential. Educational decisions by school principals must be made daily which affect directly, or indirectly, the present and future teaching and learning situations.

Why have school systems neglected to provide a principalship preparation programme? Other enterprises in our society, business for one, have recognized the need for in-service and pre-service training

⁵Leo Hurley, "The Vice-Principal - Educational Leader or Hatchet Man," National Association of Secondary School Principals' Bulletin, 49:12-14, January, 1965.

⁶Henry J. Otto, "Principalship Preparation at the Crossroads," Educational Leadership, 13:28, October, 1955.

⁷G. E. Flower, "New Directions in Educational Leadership," Canadian Education, 12:3-12, September, 1957.

⁸"New Patterns in Educational Staffing," Overview, 1:52-54, November, 1960.

of leadership personnel.⁹ This is essential to the enterprise for maintenance and growth. It would appear that educational leadership is, as Sachs¹⁰ so aptly states, "For too long public school administration has been considered a skill that comes 'naturally'."

Present Status of Vice-Principals

Wells et al¹¹ recorded that the present position of the vice-principal was moving away from clerical and disciplinary duties to a position involving responsibilities for organization, administration and supervision. This statement was supported in an earlier report by Gillespie.¹² O'Brien¹³ and Enns¹⁴ concluded that the role of the vice-principal required definition. Both reports implied an awareness that the vice-principal's role should be one of leadership, but noted that in actual fact, the duties were clerical or of a lower professional order.

⁹Donald McMaster, "How to Cultivate Decision Makers," The School Executive, 77:38-39, July, 1958.

¹⁰Benjamin M. Sachs, Educational Administration - A Behavioral Approach, (Boston: Houghton Mifflin Company, 1966).

¹¹Loc. cit.

¹²T. Marcus Gillespie, "The Assistant Principal: Status, Duties & Responsibilities," National Association of Secondary School Principals' Bulletin, 45:59, December, 1961.

¹³O'Brien, op. cit., p. 553.

¹⁴Enns, op. cit., p. 187.

With reference to personal histories of the vice-principals studied O'Brien¹⁵ reported: forty-two years was the average age; 65 per cent had at least one university degree; 5 per cent had post graduate degrees; 65 per cent had taken administration courses; ten years of teaching experience for the elementary vice-principals; thirteen years of teaching experience for the secondary group; five years was the average experience as a vice-principal; most had been appointed from within the district, and more secondary principals had been promoted from teaching positions within their present school.

Personal details of vice-principals provided by Enns¹⁶ were: five to ten years of teaching experience; 50 per cent had previously been principals; 38 per cent of the vice-principals had one degree; and 50 per cent intended to improve their qualifications.

The vice-principalship study by McLeod¹⁷ reported: thirty-eight years was the average age of the group; 16.5 years was the average teaching experience; and 66 per cent held at least one university degree. Ellis¹⁸ noted in his study of urban principals that 98 per cent were appointed from within the district.

¹⁵O'Brien, op. cit., pp. 514-523.

¹⁶Enns, op. cit., pp. 169-184.

¹⁷McLeod, op. cit., p. 152.

¹⁸Ellis, op. cit., p. 48.

Duties of the Vice-Principal

There was general agreement that the assignment of the vice-principal's duties was the responsibility of the school principal and the superintendent.¹⁹ However, Davis and Moore²⁰ were critical of the procedures whereby duties were assigned by expediency rather than by thoughtful planning.

Pfeffer's²¹ study in New Jersey recorded 281 duties of vice-principals. Those duties most frequently reported were: to supervise pupils outside of the classroom, to distribute educational supplies; to conduct school in the principal's absence. Barrat²² and O'Brien²³ recorded a similar frequency for the named duties.

The vice-principals in O'Brien's²⁴ study listed these specific

¹⁹Louis Grant Brandes, "The Position of the Subordinate Administrator in the Secondary School," National Association of Secondary School Principals' Bulletin, 40:46-52, May, 1956.

²⁰Dale E. Davis and John Moore, "The Assistant Principal in the Junior High School," National Association of Secondary School Principals' Bulletin, 49:1, January, 1965.

²¹Edward I. Pfeffer, "Duties of a Vice-Principal in New Jersey," National Association of Secondary School Principals' Bulletin, 39:57-67, May, 1955.

²²T. K. Barrat, "Assistant Principal," American School Journal, 56:130, April, 1955.

²³Beatrice O'Brien, "Administrator Development," The National Elementary Principal, 45:72-74, April, 1966.

²⁴Patrick O'Brien, "A Survey of the Position of the Principal & Vice-Principal in British Columbia Schools," (unpublished Master of Arts thesis, The University of British Columbia, 1959), pp. 531-533.

duties: to keep attendance records; to discipline pupils; to order and to dispense supplies. The report continued that vice-principals had little to do with the supervision of, or the improvement of, instruction, although as a group they desired to be involved. He records that the group desired more time to perform their duties, particularly elementary vice-principals.

Enns²⁵ concluded that duties assigned to vice-principals were neither complex nor of a highly professional order. A pattern of duties was not indicated by the study, although those most frequently reported were: to distribute instructional supplies, to administer the school's sports programme, to order and to requisition supplies. The request by vice-principals for additional time to perform their duties was unwarranted in Enns' opinion. Similarly, he felt the stated need for office facilities was not justified. Both these opinions were related to the assigned duties; anticipated duties were not considered.

McLeod²⁶ recorded the assigned duties most frequently stated were to control pupils; to plan extra curricular activities; to discipline pupils and to collect money.

²⁵F. Enns, "A Survey of the Present Status of the Vice-Principals in Divisional & County Schools" (unpublished Master's thesis, The University of Alberta, 1960), pp. 175-183.

²⁶John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools" (unpublished Master's thesis, The University of Alberta, 1959), p. 149.

Selection of Vice-Principal

Borg and Silvester²⁷ reported "...a survey of the literature leaves little doubt that most school systems use subjective, non-standard, and essentially hit and miss techniques to select administrators." Otto²⁸ has accused the superintendents of selecting potential school leaders by means of "the old eagle eye."

Ellis²⁹ concluded that school systems must give more careful attention to identification; to selection, and to preparation of those seeking administration positions. Reliance on self-selective procedures and informal organizations for selection of school administrators have not been adequate. Anderson's³⁰ report supported these conclusions. It was Ellis'³¹ opinion that the criteria for the selection of principals should be established at the local level, the criteria to be dependent on stated objectives of the positions.

²⁷Walter R. Borg and J. Arthur Silvester, "Playing the Principal's Role," The Elementary School Journal, 64:324, March, 1964.

²⁸Otto, op. cit., 13:29.

²⁹J. R. Ellis and F. Enns, "Selecting Administrative Personnel," The Canadian Administrator, 6:32, May, 1967.

³⁰Donald P. Anderson, "Recruiting Leaders for Tomorrow's Schools," The National Elementary Principal, 44:47, April, 1965.

³¹J. R. Ellis and F. Enns, loc. cit.

Jarrett³² contended that vice-principals should be relatively young in order that they might grow and develop professionally. A successful teaching experience and an academic background equivalent to that expected for the principalship should be considered essential. Other desirable characteristics stated were administration and organization ability; interest in education; sound educational philosophy; an ability to work with pupils, parents and teachers. Brandes³³ recommended a broad background in teaching and professional training, as background for the vice-principal in order that he or she would complement the skills and abilities of the principal.

Vice-principals responding to O'Brien's³⁴ inquiries listed "general ability" and "outside experience" as selection criteria. Those replying to Enns³⁵ indicated that school boards should consider ability to teach; qualifications to teach, and ability to administer.

Training of the Vice-Principal

In the literature there was general agreement that the training of vice-principals should include field studies, internship, in-service

³²R. W. Jarrett, "Activities of the Assistant Principal in Secondary Schools," National Association of Secondary Schools Principals' Bulletin, 43:28-32, September, 1958.

³³Brandes, loc. cit.

³⁴O'Brien, op. cit., p. 525.

³⁵Enns, op. cit., pp. 171-172.

programmes, or a combination of two or more of these plans. According to Hurley and to Kyte the training programme evolved should include experiences in curriculum and supervision, public relations, and other areas requiring educational leadership.³⁶

An executive training programme developed in Etobicoke was reported by Prueter.³⁷ This involved internship as well as a programme of in-service experiences. Williams and Robbins supported an integrated internship and field study as desirable training for educational leaders.³⁸ This would be jointly conducted by a university and a school system. The authors implied a need for theory as well as practical experience. Reeves³⁹ stated that field study was not sufficient and that theory was required if the potential of the educational leader was to be realized.

The studies of Enns, Ellis and McLeod recommended that school

³⁶Hurley, loc. cit., George C. Kyte, Principal at Work, (Toronto: Ginn and Company, 1952), p. 368.

³⁷K. F. Prueter, "Executive Development Within a School System," Canadian Education, 12:30-39, March, 1957.

³⁸Stanley W. Williams, "Training of Education Administrators," California Journal of Secondary Education, 33:143-145, March, 1958; Cleydon B. Robbins, "Preparation of Elementary School Principals-Present Practices," The National Elementary Principal (supplement), 46: January, 1967.

³⁹A. W. Reeves, "The Preparation of Educational Administrators," The Canadian Education and Research Digest, 7:173-78, September, 1967.

systems should establish training programmes for educational leaders.⁴⁰

Jarrett⁴¹ stated that the superintendent of the school system should be responsible for the in-service training programme. Burr et. al.⁴² placed the responsibility for the day to day experience with the school principal. This could promote the type of leadership partnership which Goddard⁴³ recommended for schools.

Status of Women as Vice-Principals

Although the majority of members in the teaching profession are females, the literature reports that few are promoted to school administration positions. Barter⁴⁴ reported a decline in the number of women administrators between 1925 and 1950. She contended that the decline has been the result of school boards appointing young men to administrative positions, particularly at the elementary level. By these promotions school boards attracted and retained men to the elementary schools. The report indicated that less than 8 per cent of the female teachers were interested in administration.

⁴⁰Enns, op. cit., p. 188; Ellis and Enns, op. cit., p. 32; McLeod, op. cit., p. 175.

⁴¹Jarrett, loc. cit.

⁴²James B. Burr et al., Elementary School Administration, (Boston: Allyn and Bacon, 1963), p. 413.

⁴³Garett B. Goddard, "The Assistant Principal-Understudy or Partner in Professional Leadership," National Association of Secondary School Principals' Bulletin, 46:34, September, 1962.

⁴⁴Alice S. Barter, "The Status of Women in School Administration," Education Digest, 25:40-41, October, 1959.

Both Enns and Ellis noted in their studies that few women held vice-principalships or principalships.⁴⁵

Recently, McDonough⁴⁶ surveyed the lower mainland school districts of British Columbia regarding the status of women in administration positions. She found no written policy discriminating against women, however, she recorded that 5 of 250 principals and 1 of 189 vice-principals were women. She concluded that it was "the educational establishment that refuses to grant women positions of authority and responsibility in public schools."

Summary

The literature indicates that the position of vice-principal is still evolving but that the direction indicated is one of preparation for educational leadership. Too, there is a need for the position of vice-principal to be defined and for school systems to establish training programmes.

⁴⁵Enns, op. cit., p. 182; Ellis, op. cit., p. 188.

⁴⁶Bernice McDonough, "Women Haven't a Chance in Our School System," B.C. Teacher, 46:354-6, May-June, 1967.

CHAPTER III

PERSONAL HISTORY AND PROFESSIONAL BACKGROUND OF VICE-PRINCIPALS

Introduction

The purpose of this chapter is to bring into focus those factors related to the personal history and professional background of the vice-principals involved in this study.

The questionnaire requested information as to the number of teachers employed at the school in which the vice-principal presently serves. Questions were asked, too, concerning the ages, sex, marital status and annual salary. Questions followed relating to involvement in professional organizations, to experience in teaching, and in administration, and to status of qualifications and training. Significant data are organized in tables and study questions are discussed briefly and are summarized at the end of the chapter.

The number of teachers employed at the school presently serviced by the vice-principal are recorded in Table II. The school staff sizes ranged from 14 to 124 teachers. More specifically, elementary schools ranged from 14 to 32 teachers, while secondary schools ranged, in staff size, from 16 to 124 teachers. Thirty-five, or 52 per cent, of the schools surveyed had a staff population in the 16 to 30 teacher range. The secondary schools reported that the majority, 55.6 per cent, employed 31 or more teachers.

TABLE II

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS
INDICATING SIZE OF SCHOOL, AND
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | School Staff Size Range | | | | | | | | | |
|-------------------|-------------------------|----------|----------|----------|----------|----------|--------------|-----|-----|---|
| | 14 - 15 | 16 - 30 | 31 - 45 | 46 - 60 | 61 - 75 | 75 - 124 | No Statement | | | |
| | No. % | No. % | No. % | No. % | No. % | No. % | No. | No. | No. | % |
| Elementary | 5 22.7 | 16 72.6 | 1 4.5 | | | | | | | |
| Secondary | | 19 42.2 | 14 31.1 | 6 13.3 | 2 4.4 | 3 6.7 | 1 | 1 | 2.2 | |
| Totals | 5 7.5 | 35 52.2 | 15 22.4 | 6 8.9 | 2 3.0 | 3 4.5 | 1 | 1 | 1.5 | |

Age of Vice-Principals

The age of the vice-principals ranged from 26 to 63 years. Elementary vice-principals ranged from 26 to 57 years, while secondary vice-principals ranged from 28 to 63 years. Table III indicates the median range for the total group was 36 to 45 years. Twenty-three of the group, or 34.2 per cent, were in the age range of 46 to 65 years. Twenty, or 29.8 per cent, of the group were under 36 years of age. The majority, 59 per cent, of the elementary vice-principals were under the age of 36 years. Only 9.0 per cent of the elementary group were reported over 45 years of age. The secondary vice-principals reported the plurality in the 36 to 45 age range. Seven, or 15.5 per cent, of the secondary group were under 36 years of age.

Sex and Marital Status

Two vice-principals, or 3 per cent, of the group of 67 were female and were assigned to elementary schools. It was noted that 64, or 95.5 per cent, of the total group were married. One of the single status group was female and all single status vice-principals were assigned to elementary schools.

Salaries of Vice-Principals

Salaries of vice-principals, shown in Table IV, ranged from \$7,200 to \$15,574. Specifically, the elementary vice-principals' salaries ranged from \$7,200 to \$12,000 and secondary vice-principals'

TABLE III

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS OF
VARIOUS AGES CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Age Range in Years | | | | | | | | | |
|-------------------|--------------------|------|---------|------|---------|------|---------|------|--------------|-----|
| | 26 - 35 | | 36 - 45 | | 46 - 55 | | 56 - 63 | | No Statement | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Elementary | 13 | 59.0 | 6 | 27.2 | 1 | 4.5 | 1 | 4.5 | 1 | 4.5 |
| Secondary | 7 | 15.5 | 17 | 37.7 | 15 | 33.3 | 6 | 13.3 | | |
| Totals | 20 | 29.8 | 23 | 34.3 | 16 | 23.8 | 7 | 10.4 | 1 | 1.5 |

salaries ranged from \$9,000 to \$15,574. The median salary range for elementary vice-principals was \$9,000 to \$9,999. Significantly higher was the median range for secondary vice-principals, \$13,000 to \$13,999. Thirty-four, or 75.5 per cent, of the secondary group received salaries of \$12,000 or over.

Related to the salary pattern was the previously noted generalization that secondary schools were larger in staff size than elementary schools and the fact recorded later in the study that administration allowances were based on the number of teachers supervised.

Membership in Professional Organizations

Four vice-principals recorded membership in professional organizations, exclusive of the British Columbia Teachers' Federation and its subordinate associations at the local, district and provincial levels. Two vice-principals reported membership in Phi Delta Kappa and two belonged to the Canadian College of Teachers.

Teaching Experience of Vice-Principals

British Columbia teaching experience. The teaching experience in British Columbia of the total group of vice-principals was reported to be 1 to 40 years. It is indicated in Table V that 68.1 per cent of elementary vice-principals had 10 or less years of teaching experience within British Columbia. Secondary vice-principals were generally more experienced, with the majority, 53 per cent, reporting 11 to 20 years of teaching within the province. An additional 26.6 per cent

TABLE IV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS CLASSIFIED
BY TYPE OF SCHOOL AND SALARY RANGE

| Type of School | Range in Thousands of Dollars | | | | | | | | | | | |
|-------------------|-------------------------------|----------------------|----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|-----------|-----|-----|---|
| | \$7,200 - \$7,999 | \$8,000 - \$8,999 | \$9,000 - \$9,999 | \$10,000 - \$10,999 | \$11,000 - \$11,999 | \$12,000 - \$12,999 | \$13,000 - \$13,999 | \$14,000 - \$15,574 | No State- | | | |
| | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. | % | No. | % |
| Elementary | 2 9.1 | 5 22.7 | 5 22.7 | 5 22.7 | 3 13.6 | 1 4.5 | | | 1 | 4.5 | | |
| Secondary | | | 1 2.2 | 5 11.1 | 3 6.7 | 10 22.2 | 13 28.9 | 11 24.4 | 2 | 4.4 | | |
| Totals | 2 3.0 | 5 7.5 | 6 8.9 | 10 14.9 | 6 8.9 | 11 16.4 | 13 19.4 | 11 16.4 | 3 | 4.5 | | |

of the secondary group had 21 to 40 years of provincial experience.

The median range for British Columbia teaching experience for the group of vice-principals would be 11 to 20 years. Fifty-two, or 77.5 per cent, of the group reported less than 20 years teaching experience within the province.

Teaching experience outside of British Columbia. Eleven vice-principals reported teaching experience in other Canadian provinces and seven reported teaching experience outside of Canada. Twelve of the group with teaching experience outside of British Columbia had less than 10 years experience. None of this group had more than 20 years teaching experience.

Teaching experience at various schools or grade levels. The majority of elementary vice-principals reported no teaching experience in rural ungraded schools, junior secondary grades, or senior secondary grades. Those with teaching experience in the foregoing areas had generally 5 years or less. This is recorded in Table VI on page 34. The median range of elementary school teaching experience for elementary vice-principals was 6 to 10 years. The majority of the group, 81 per cent, had more than 6 years teaching experience in elementary schools.

It is shown in Table VII that two-thirds of the secondary group had not taught in rural ungraded schools and twenty-six, or 58 per cent, had taught elementary grades, with the majority recording 5 or

TABLE V

TEACHING EXPERIENCE WITHIN BRITISH COLUMBIA
OF VICE-PRINCIPALS BY NUMBER AND PERCENTAGE
AND CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Years of Teaching Experience | | | | | |
|-------------------|------------------------------|------|---------|------|---------|--------|
| | 1 - 10 | | 11 - 20 | | 21 - 30 | |
| | No. | % | No. | % | No. | % |
| Elementary | 15 | 68.1 | 6 | 26.6 | | 1 4.5 |
| Secondary | 7 | 14.4 | 24 | 53.3 | 6 13.3 | 6 13.3 |
| Totals | 22 | 32.8 | 30 | 44.7 | 6 8.9 | 7 10.4 |

TABLE VI

TEACHING EXPERIENCE OF ELEMENTARY VICE-
PRINCIPALS IN VARIOUS SCHOOLS OR GRADES
CLASSIFIED BY TYPE OF SCHOOL

| Schools or Grades | Years of Experience | | | | | | | | | |
|--------------------------------|---------------------|--------|--------|---------|---------|-------|-----|---|-----|---|
| | 0 | 1 - 5 | 6 - 10 | 11 - 15 | 16 - 20 | 20+ | | | | |
| | No. % | No. % | No. % | No. % | No. % | No. % | No. | % | No. | % |
| Rural ungraded school | 13 59.1 | 8 36.3 | 1 4.5 | | | | | | | |
| Elementary school grades | | 4 18.8 | 9 39.8 | 5 22.7 | 3 13.6 | 1 4.5 | | | | |
| Junior secondary school grades | 14 63.6 | 7 31.8 | 1 4.5 | | | | | | | |
| Senior secondary school grades | 16 72.6 | 5 22.7 | 1 4.5 | | | | | | | |

less years of experience. Less than 9 per cent of the secondary group had not taught junior secondary grades. The median range of teaching experience in junior secondary grades was 6 to 10 years. Approximately 78 per cent of the secondary vice-principals had taught senior secondary grades and the median range of teaching experience was 1 to 5 years.

As a group, secondary vice-principals tended to have broader teaching experience than that of the elementary vice-principals.

Teaching experience in Special Classes. One elementary vice-principal recorded Special Class teaching experience. Twelve of the secondary vice-principals reported teaching experience with Slow Learner Classes, and, or Occupational Classes. One was a teacher for delinquent boys.

Total Teaching Experience Prior to Vice-Principalship.

Table VIII records 6 to 10 years as the median range of total teaching experience prior to appointment to present vice-principalship. The total teaching experience prior to present appointment ranged from 0 to 32 years. Note that one secondary vice-principal was appointed to his position as vice-principal without previous teaching experience.

Principalship Experience Prior to Present Appointment.

Approximately one-third of the vice-principals had been principals prior to their present appointment. The principalship experience in most cases was less than 5 years. The details are recorded in Table IX.

TABLE VII

TEACHING EXPERIENCE OF SECONDARY VICE-PRINCIPALS IN VARIOUS
SCHOOLS OR GRADES RECORDED BY NUMBER AND PERCENTAGE

| School or Grades | Years of Experience | | | | | | | | | |
|--------------------------------|---------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 0 | 1 - 5 | 6 - 10 | 11 - 15 | 16 - 20 | 20+ | | | | |
| | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. % | No. % |
| Rural ungraded schools | 30 66.6 | 13 28.9 | 2 4.4 | | | | | | | |
| Elementary school grades | 19 42.2 | 15 33.3 | 9 20.0 | 2 4.4 | | | | | | |
| Junior secondary school grades | 4 8.9 | 11 24.4 | 16 35.5 | 6 13.3 | 6 13.3 | 2 4.4 | | | | |
| Senior secondary school grades | 10 22.2 | 13 28.9 | 9 20.0 | 3 6.7 | 5 11.1 | 5 11.1 | | | | |

TABLE VIII

TOTAL TEACHING EXPERIENCE OF VICE-PRINCIPALS PRIOR TO PRESENT
APPOINTMENT RECORDED BY NUMBER AND PERCENTAGE
AND CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Years of Experience | | | | | | | | | | | |
|----------------|---------------------|-----|-------|------|--------|------|---------|------|---------|-----|-----|------|
| | 0 | | 1 - 5 | | 6 - 10 | | 11 - 15 | | 16 - 20 | | 20+ | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| | | | | | | | | | | | | |
| Elementary | | | 5 | 22.7 | 10 | 45.4 | 6 | 27.2 | | | 1 | 4.5 |
| Secondary | 1 | 2.2 | 9 | 20.0 | 13 | 28.9 | 12 | 26.6 | 4 | 8.9 | 6 | 13.3 |
| Totals | 1 | 1.5 | 14 | 20.9 | 23 | 34.3 | 18 | 26.8 | 4 | 6.0 | 7 | 10.4 |

TABLE IX

YEARS OF EXPERIENCE OF VICE-PRINCIPALS AS A SCHOOL
PRINCIPAL RECORDED BY NUMBER AND PERCENTAGE AND
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Principalship Experience in Years | | | | | | | |
|----------------|-----------------------------------|------|-------|------|--------|-----|---------|-----|
| | 0 | | 1 - 5 | | 6 - 10 | | 11 - 15 | |
| | No. | % | No. | % | No. | % | No. | % |
| Elementary | 17 | 82.2 | 5 | 22.7 | | | | |
| Secondary | 28 | 62.2 | 14 | 31.1 | 1 | 2.2 | 2 | 4.4 |
| Totals | 45 | 67.1 | 19 | 28.3 | 1 | 1.5 | 2 | 3.0 |

Professional Qualifications and Training.

University training. The years of university training of vice-principals as evaluated by the Registrars' Office, Department of Education, Province of British Columbia is indicated in Table X. The range of university training of the total group of vice-principals was 3 to 8 years. Seventeen, or 77.2 per cent, of the elementary vice-principals had four or more years training, while 80 per cent of the secondary vice-principals had 5 or more years of university training. In fact, 51.1 per cent of the secondary group had 6 or more years of university training.

University degrees held by vice-principals. Table XI records the university degrees presently held by vice-principals. Thirty-two vice-principals held Bachelor of Arts degrees and 30 held Bachelor of Education (Secondary) degrees.

Three elementary vice-principals had not secured degrees and only one held a Master of Education degree. However all secondary vice-principals held at least one degree and 10 secondary vice-principals held degrees at the Master's level.

Eighty of the 90 degrees were awarded by the University of British Columbia and 37 of the degrees were awarded between 1958 and 1968.

Vice-principals' intentions to continue university training. In Table XII it is recorded that 40, or 59.6 per cent, of the vice-principals were not interested in further university training.

TABLE XI

NUMBER OF SPECIFIC UNIVERSITY DEGREES HELD
BY VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL

| Specific Degrees | Type of School | | |
|------------------------------------|----------------|-----------|--------|
| | Elementary | Secondary | Totals |
| No degree | 3 | | 3 |
| Bachelor of Arts | 3 | 29 | 32 |
| Bachelor of Science | | 4 | 4 |
| Bachelor of Commerce | 1 | 1 | 2 |
| Bachelor of Physical Education | | 2 | 2 |
| Bachelor of Education (Elementary) | 6 | | 6 |
| Bachelor of Education (Secondary) | 3 | 27 | 30 |
| Master of Education | 1 | 8 | 9 |
| Master of Arts | | 2 | 2 |
| Totals | 17 | 73 | 90 |

NOTE: 7 vice-principals did not record a degree but had 4 or more years of university training.

32 vice-principals had 2 or more degrees.

Thirty-five of the 40 were secondary vice-principals, or 77.7 per cent of the secondary group. Conversely, 77.3 per cent of the elementary vice-principals were interested in further university training, with 13 of the group considering a Bachelor of Education (Secondary) degree. Note was made that only 10 of the total group of vice-principals were considering degrees at the Master's level.

Certificates held by vice-principals. Department of Education certificates held by vice-principals are recorded in Table XIII. Thirty-five, or 52.2 per cent, of the total group have Professional Advanced certificates. Of the secondary vice-principals 71 per cent have the highest certificates issued by the Department of Education, the Professional Advanced certificate. Thirteen elementary vice-principals have Professional Conditional certificates. Those with this certification have generally completed a 4 year Bachelor of Education (Elementary) degree.

Special courses for administration preparation. Table XIV records the special courses undertaken by vice-principals in preparation for school administration. Fifty-three vice-principals had taken courses designated as Administration. Next in frequency was Counselling and Guidance courses, with 34 reported. Of the five courses listed in the questionnaire, the courses in the area of Supervision ranked fourth.

As a group, secondary vice-principals had taken more courses related to school administration preparation than the elementary

TABLE XII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS WHO INDICATE
INTEREST IN TRAINING FOR FURTHER UNIVERSITY
DEGREES CLASSIFIED BY TYPE OF SCHOOL

| Type of School | University Degree Sought | | | | | | | | | |
|----------------|--------------------------|------|------|-----|--------------|-----|-------------|------|-------|------|
| | No further training | | B.A. | | B.Ed.(Elem.) | | B.Ed.(Sec.) | | M.Ed. | |
| | | | | | | | | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Elementary | 5 | 22.7 | 1 | 4.5 | 3 | 9.0 | 13 | 59.0 | 1 | 4.5 |
| Secondary | 35 | 77.7 | | | | | 1 | 2.2 | 8 | 17.8 |
| Totals | 40 | 59.6 | 1 | 1.5 | 2 | 3.0 | 14 | 20.9 | 9 | 8.9 |
| | | | | | | | | | 1 | 1.5 |

TABLE XIII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS
INDICATING TEACHING CERTIFICATES HELD
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Department of Education Certificates | | | | | | | |
|----------------|--------------------------------------|------|------|------|------|------|------|------|
| | E.A. | | P.C. | | P.B. | | P.A. | |
| | No. | % | No. | % | No. | % | No. | % |
| Elementary | 4 | 18.2 | 13 | 59.0 | 2 | 9.0 | 3 | 13.6 |
| Secondary | | | 1 | 2.2 | 12 | 26.6 | 32 | 71.0 |
| Totals | 4 | 6.0 | 14 | 20.9 | 16 | 23.8 | 35 | 52.2 |

Legend

E.A. - Elementary Advanced Certificate
P.C. - Professional Conditional Certificate
P.B. - Professional Basic Certificate
P.A. - Professional Advanced Certificate (Note: could be
Master's degree or double degree e.g., B.A., B.Ed.)

group. The vice-principals who had taken preparatory courses stated they had completed two or more courses.

Summary

1. Of the types of school reported in the survey, the secondary schools generally had larger teaching staffs.
2. The median age range for the total group of vice-principals was 36 to 45 years, however elementary vice-principals were generally younger.
3. Only 3 per cent of the vice-principals surveyed were women and 4.5 per cent of the group were of single status. The women and single status vice-principals were assigned to elementary schools.
4. The salaries of the elementary vice-principals were generally lower than those of the secondary vice-principals. The median range for the elementary group was \$9,000 to \$9,999 compared with \$13,000 to \$13,999 for the secondary group.
5. Few vice-principals participated in professional organizations beyond the British Columbia Teachers' Federation and its subordinate associations.
6. Approximately 68 per cent of the elementary vice-principals had less than 10 years teaching experience within the province of British Columbia, while 84 per cent of the

TABLE XIV

NUMBER OF SPECIAL COURSES UNDERTAKEN AS
PREPARATION FOR VICE-PRINCIPALSHIP,
CLASSIFIED BY TYPE OF SCHOOL

| Special Courses | Type of School | | |
|--------------------------|----------------|-----------|--------|
| | Elementary | Secondary | Totals |
| Supervision | 3 | 19 | 22 |
| Administration | 9 | 44 | 53 |
| Counselling and Guidance | 3 | 31 | 34 |
| Testing | 3 | 26 | 29 |
| Remedial | 5 | 8 | 13 |
| Other | 3 | 10 | 13 |
| Totals | 26 | 138 | 164 |

secondary group had 11 or more years of provincial teaching experience. Only 17 vice-principals reported teaching experience outside the province.

7. As a group, elementary vice-principals had less teaching experience at various schools and grades than their secondary contemporaries. The majority of elementary vice-principals had taught only in graded elementary schools.
8. Only 14 of the vice-principals had experience teaching Special Classes.
9. The total teaching experience of vice-principals, prior to their present appointment, ranged from 0 to 32 years. The median range of this experience for the group was 6 to 10 years.
10. Approximately one-third of the vice-principals had been principals previously, but generally the experience was less than 5 years.
11. The university training of the vice-principals ranged from 3 to 8 years with approximately 8 per cent of the group having less than 4 years training. Secondary vice-principals generally had more university training.
12. Only 3, or 4.5 per cent, of the vice-principals recorded not holding a university degree. The Bachelor of Arts degree was the degree most frequently reported and

eleven, or 16.4 per cent, of the vice-principals hold degrees at the Master's degree level.

13. Approximately 60 per cent of the vice-principals were not anticipating further university training. Specifically, 77.7 per cent of the secondary vice-principals were not considering further university training, however 77.3 per cent of the elementary group were considering further training. Only ten of the total group were considering university training at the Master's level.
14. Approximately 52 per cent of the vice-principals hold the highest teaching certificate granted, the Professional Advanced certificate. As a group, the secondary vice-principals were better certified than the elementary group.
15. Courses designated as Administration were those most frequently undertaken for vice-principalship preparation. Supervision courses ranged fourth in frequency.

CHAPTER IV

PATTERNS OF PROMOTION TO THE VICE-PRINCIPALSHIP

Introduction

The purpose of this chapter is to examine patterns of promotion to the position of vice-principal. To facilitate this examination, district superintendents were asked to indicate their district policies of promotion for vice-principals and of their criteria for the selection of vice-principals. To complement the foregoing the principals' questionnaire requested information as to their criteria for vice-principal selection. The vice-principals were asked for details regarding their status prior to present appointment; their qualifications at the time of appointment; their reasons for accepting the position; and their opinions as to factors considered by the School Board in their appointments.

District Promotional Policy

Twenty-four, or 77.7 per cent, of the district superintendents replied that the position of vice-principal was necessary for the administration of schools but three were of the opinion that the position was unnecessary. Of the 36 districts involved in the study, only 5 had developed policy statements for the promotion of persons to vice-principalships. Five districts had stated policy for the

promotion to secondary vice-principalships and three of these districts had statements for promotion to elementary vice-principalships.

District Promotion of Vice-Principals

The position held by vice-principals prior to their present appointment is shown in Table XV. Thirteen, or 59 per cent, of the elementary vice-principals were appointed from other schools in the same district, while an additional 23 per cent were appointed from staff positions in their present schools. Of the secondary vice-principals seventeen, or 38 per cent, were appointed from other schools within the district and the same percentage were promoted from within their present schools. The percentage of vice-principals appointed from outside the district they presently serve was 17.9 per cent.

The teaching experience of vice-principals promoted within the same school ranged from 1 to 15 years, while those promoted within the same district reported an experience range of 1 to 32 years. The group of vice-principals appointed to their present positions from outside the district recorded experience ranging from 1 to 21 years. The median range of teaching experience for all groups was 1 to 6 years.

Position Held Prior to Appointment

The position held by vice-principals prior to their present

TABLE XV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL AND INDICATING THE
SCHOOLS FROM WHICH THEY CAME

| Type of School | Present School | | Other School in District | | Schools out of District | | No Response | |
|-------------------|-------------------|------|-----------------------------|------|----------------------------|------|----------------|-----|
| | No. | % | No. | % | No. | % | No. | % |
| Elementary | 5 | 23 | 13 | 59 | 4 | 18 | | |
| Secondary | 17 | 38 | 17 | 38 | 8 | 18 | 3 | 6.6 |
| Totals | 22 | 32.8 | 30 | 44.7 | 12 | 17.9 | 3 | 4.5 |

appointment is recorded in Table XVI. Fifteen elementary vice-principals were classroom teachers in elementary schools and 3 were secondary classroom teachers. Twenty were classroom teachers in secondary schools. Seven secondary vice-principals had held similar positions in smaller secondary schools and 7 were specialists. The specialists were identified as 5 Counsellors, 1 Supervisor and 1 Director of Adult Education.

Four of the total group of vice-principals had been teaching principals of smaller elementary schools, 3 had been teaching principals of smaller secondary schools, and 3 had been vice-principals of smaller elementary schools.

Grades and Subjects Taught by Vice-Principals Since Promotion

Elementary vice-principals had taught classes from Grade III to Grade VII since their appointments. However, 19 of the 22 recorded teaching at the Grade VII level. The subjects taught by secondary vice-principals are recorded in Table XVII. Mathematics was taught by 26 of the group and Social Studies was next in frequency. Languages and Physical Education were the subjects least frequently recorded.

Certification at the Time of Present Appointment

Certification of vice-principals at the time of their present appointment is shown in Table XVIII. Of the total group of vice-principals 29, or 43 per cent, were holders of the highest certification, the Professional Advanced certificate. Approximately

TABLE XVI

NUMBER OF VICE-PRINCIPALS INDICATING POSITION PRIOR TO
PRESENT APPOINTMENT, CLASSIFIED BY TYPE OF SCHOOL

| Prior Position | Type of School | | |
|---------------------------------------|----------------|-----------|--------|
| | Elementary | Secondary | Totals |
| | No. | No. | No. |
| Classroom teacher elementary | 15 | | 15 |
| Classroom teacher secondary | 3 | 20 | 23 |
| Teaching principal smaller elementary | 2 | 2 | 4 |
| Teaching principal smaller secondary | 1 | 2 | 3 |
| Teaching principal larger elementary | | 1 | 1 |
| Teaching principal larger secondary | | 2 | 2 |
| Vice-principal smaller elementary | 1 | 2 | 3 |
| Vice-principal smaller secondary | | 7 | 7 |
| Vice-principal larger elementary | | 1 | 1 |
| Vice-principal larger secondary | | | |
| Specialist | | 7 | 7 |
| No response | | 1 | 1 |
| Totals | 22 | 45 | 67 |

TABLE XVII

NUMBER OF SECONDARY VICE-PRINCIPALS INDICATING SUBJECTS
TAUGHT SINCE APPOINTMENT TO PRESENT POSITION

| Subject | Number |
|--------------------|--------|
| Mathematics | 26 |
| Social Studies | 15 |
| English | 10 |
| Science | 10 |
| Guidance | 8 |
| Commerce | 2 |
| Languages | 1 |
| Physical Education | 1 |

NOTE: A number of vice-principals have taught more than one subject field since their appointment.

60 per cent of the secondary vice-principals held this certificate. The majority of elementary vice-principals held Professional Conditional certificates or better, but 8 held certificates below the professional certificate level.

As a group the secondary vice-principals were better certified than the elementary group at the time of appointment.

Reasons for Accepting Present Vice-Principalship

Reasons, indicated by vice-principals, for accepting their present position are shown in Table XIX. Elementary vice-principals stated, in most cases, the prime reason for accepting their present position was the opportunity to advance and listed scope for administration ability as a second reason. However, secondary vice-principals were not as definite in their reasons for acceptance. The three reasons most frequently stated were: scope for administrative ability; opportunity for further training and opportunity to advance. It was of interest that only 6 per cent of the total group gave salary as a reason influencing their acceptance, and a similar percentage stated they were influenced by the District Superintendent. Reputation of the school was not listed as a reason for acceptance.

Factors Considered by School Boards When Appointing Vice-Principals

Table XX records the factors that vice-principal believed to be important to School Boards when considering vice-principal appointments.

TABLE XVIII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS INDICATING
CERTIFICATION AT THE TIME OF PRESENT APPOINT-
MENT, CLASSIFIED BY TYPE OF SCHOOL

| Certification | Type of School | | | | | |
|--------------------------------------|----------------|------|-----------|------|-------|------|
| | Elementary | | Secondary | | Total | |
| | No. | % | No. | % | No. | % |
| Elementary Basic certificate | 3 | 13.6 | | | 3 | 4.5 |
| Elementary Advanced certificate | 5 | 22.7 | | | 5 | 7.5 |
| Professional Conditional certificate | 8 | 36.3 | 1 | 2.2 | 9 | 13.4 |
| Professional Basic certificate | 2 | 9.1 | 16 | 35.5 | 18 | 26.8 |
| Professional Advanced certificate | 2 | 9.1 | 27 | 59.9 | 29 | 43.2 |
| No report | 2 | 9.1 | 1 | 2.2 | 3 | 4.5 |

TABLE XIX

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS INDICATING
MAJOR REASONS FOR ACCEPTING PRESENT POSITION,
CLASSIFIED BY TYPE OF SCHOOL

| Reasons for Acceptance | Type of School | | | | | |
|--|----------------|------|-----------|------|-------|------|
| | Elementary | | Secondary | | Total | |
| | No. | % | No. | % | No. | % |
| Salary | 2 | 9.1 | 2 | 4.4 | 4 | 6.0 |
| Opportunity to advance | 12 | 54.0 | 9 | 19.8 | 21 | 31.3 |
| Receive further training | 1 | 4.5 | 10 | 22.2 | 11 | 16.4 |
| Good school reputation | | | | | | |
| Community location | 1 | 4.5 | 3 | 6.7 | 4 | 6.0 |
| Desirable location (other than geographic) | 1 | 4.5 | | | 1 | 1.5 |
| Principals' encouragement | 1 | 4.5 | | | 1 | 1.5 |
| Superintendents' encouragement | 1 | 4.5 | 3 | 6.7 | 4 | 6.0 |
| Scope for administrative abilities | 3 | 13.5 | 11 | 24.4 | 14 | 20.9 |
| Size of school | | | | | | |
| Other reasons | | | 6 | 13.3 | 6 | 8.9 |
| No response | | | 1 | 2.2 | 1 | 1.5 |

Over one half of the elementary vice-principals were of the opinion that teaching ability and teaching qualifications were primary factors considered while administrative ability was a second consideration. The opinions of the secondary group reversed the elementary groups' priority and emphasized the ability to administer as a prime factor considered by School Boards.

According to vice-principals' replies, reasons such as seniority; record of past service; and recruitment of a specialist were not prime factors considered by school boards when appointing vice-principals. Note was made that no one indicated the reason "retention on the district staff."

Factors which principals felt were important to school boards at the time of selecting vice-principals are recorded in Table XXI. Principals emphasized teaching ability and qualifications, and administrative ability, each of which was selected by 35 per cent of the principals. Reward for past service was the third factor in order of frequency. Such factors as recruitment of good teachers or specialists were not indicated as selection factors for vice-principals.

District Superintendents stated that the prime factor to be considered when appointing vice-principals was the ability to administer. Of interest was the notation by the Superintendents that 55 per cent had promoted vice-principals as rewards for past service.

TABLE XX

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS INDICATING
FACTORS THEY BELIEVED IMPORTANT TO SCHOOL
BOARDS IN MAKING VICE-PRINCIPALSHIP
APPOINTMENTS, CLASSIFIED
BY TYPE OF SCHOOL

| Factors Considered by Boards | Type of School | | | | | |
|--|----------------|------|-----------|------|-------|------|
| | Elementary | | Secondary | | Total | |
| | No. | % | No. | % | No. | % |
| Teaching ability and qualifications | 12 | 54.0 | 15 | 33.3 | 27 | 40.3 |
| Administrative ability | 4 | 18.2 | 20 | 44.4 | 24 | 35.8 |
| Instructional supervision of specific grade or subject | 2 | 9.1 | 2 | 4.4 | 4 | 6.0 |
| Recruit a good teacher | 1 | 4.5 | 1 | 2.2 | 2 | 3.0 |
| Retention on district staff | | | | | | |
| Reward for past service | 1 | 4.5 | 1 | 2.2 | 2 | 3.0 |
| Recruit a specialist | 1 | 4.5 | 2 | 4.4 | 3 | 4.5 |
| Seniority | 1 | 4.5 | 1 | 2.2 | 2 | 3.0 |
| Other | | | 2 | 4.4 | 2 | 3.0 |
| No response | | | 1 | 2.2 | 1 | 1.5 |

TABLE XXI

NUMBER AND PERCENTAGE OF PRINCIPALS INDICATING THEIR OPINION
OF FACTORS CONSIDERED BY SCHOOL BOARDS IN APPOINTING
VICE-PRINCIPALS, CLASSIFIED BY TYPE OF SCHOOL

| Factors Considered by Boards | Type of School | | | | | |
|---|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| Teaching ability and qualifications | 11 | 33.3 | 17 | 34.7 | 28 | 34.3 |
| Ability to administer | 8 | 24.2 | 20 | 40.4 | 28 | 34.2 |
| Ability to supervise a grade or subject | | | 2 | 4.1 | 2 | 2.4 |
| Retention on staff | 1 | 3.0 | | | 1 | 1.2 |
| Recruiting a good teacher | | | | | | |
| Reward for past service | 4 | 12.1 | 1 | 2.0 | 5 | 6.1 |
| Recruitment of a specialist | | | | | | |
| Other | | | | | | |
| No response | 9 | 27.3 | 9 | 14.3 | 18 | 22.0 |

Most vice-principals, 83.6 per cent, realized at the time they received their present appointment, there were other applicants of equal qualification.

Summary

1. District Superintendents recorded that the position of vice-principal was regarded as a necessary district administration position.
2. Few school districts in British Columbia have written policy statements regarding promotion to vice-principalships.
3. The majority of vice-principals are appointed either from their present school or from a school within the district.
4. The majority of elementary vice-principals were promoted from classroom teaching positions, however, less than half of the secondary vice-principals were appointed directly from the classroom. The majority of the latter group had previously been administrators or specialists.
5. At the time of their present employment most of the vice-principals had Professional Certificates, with secondary vice-principals being generally better certified.

Implied with the certification was the factor that most vice-principals had four years of university training.

6. Most elementary vice-principals had taught Grade VII while most secondary vice-principals had taught Mathematics.
7. Both principals and vice-principals indicated that teaching ability and qualifications plus an ability to administer were believed to be the primary criteria considered by School Boards when selecting vice-principals. District Superintendents emphasized the ability to administer.
8. Vice-principals did not believe that they had been appointed because no other applicant was as well qualified.

CHAPTER V

DUTIES OF THE VICE-PRINCIPAL

Introduction

The purpose of this chapter is to examine the type, extent, and importance of the duties of the vice-principal. If the role of the vice-principal is one of preparation for principalship, then the duties should indicate evidence of the training.

A check list was prepared (which was not to be all inclusive) and the vice-principals were asked to indicate those duties for which they were completely, or almost completely, responsible. The check list was divided into seven areas of responsibility; administration, supervision, counselling, student activities, discipline, pupil supervision and clerical duties. In addition, vice-principals were asked to indicate the amount of time assigned for their duties, exclusive of teaching, and the amount of authority given with these responsibilities. In conclusion, vice-principals were requested to indicate whether or not their duties could be done by other staff members.

The questionnaire for principals requested a statement as to the value of the vice-principal's assistance and whether or not this assistance permitted the principal to carry more effectively his supervision of instruction.

Duties of the Vice-Principal

The percentage of vice-principals who are completely or almost completely responsible for specific duties is tabulated in Table XXII. The specific duties for which more than 50 per cent of the vice-principals reported responsibility were:

- (a) checking attendance
- (b) supervising noon hour activities
- (c) checking detentions
- (d) distributing instructional supplies

Elementary vice-principals recorded that the ordering and requisitioning of supplies and the distribution of instructional materials were their major administrative duties, however secondary vice-principals reported the checking of attendance and detentions as their main responsibilities. Generally vice-principals were not involved in the supervision of subjects or grades but 26.6 per cent of the secondary group reported subject supervision with the majority of this supervision in Mathematics and Science. Elementary vice-principals had few counselling responsibilities compared to the secondary group who reported that over 50 per cent were involved in pupil interviews. The interviews were related to attendance. In the area of pupil activities over half of the elementary vice-principals stated that they were responsible for the school sports programme, while secondary vice-principals recorded responsibility for school social functions. Over 60 per cent of the secondary vice-principals

were involved in school discipline as related to admission of lates and absentees but few elementary vice-principals had discipline responsibilities. Elementary vice-principals had more responsibility for pupil supervision in the halls, at recess, at noon, on the playground and in the auditorium. In the area of clerical help, vice-principals had fewer supervision responsibilities, except those of the secondary group who were involved with pupil attendance.

Under other duties, 54.5 per cent of the elementary vice-principals reported the distribution of text books, and one third of the secondary vice-principals recorded "a responsibility for school discipline and tone", which was not defined.

Other duties, not included in the check list, but listed by the vice-principals were:

- (a) supervision of study halls
- (b) supervision of correspondence courses
- (c) supervision of bus schedules
- (d) supervision of school safety patrols
- (e) supervision of public relations

Although each item on the check list received a response it was not possible to discern a pattern of duties for the vice-principal.

Time Allotted to Carry Out Duties

Time allotted to carry out the vice-principals' duties ranged from 0 to 40 hours a week. The time allotted was related to type and

TABLE XXII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS INDICATING
ADMINISTRATIVE AND SUPERVISORY DUTIES FOR WHICH
THEY WERE RESPONSIBLE, CLASSIFIED BY SCHOOL

| Duties | Type of School | | | | | |
|--|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| <u>Administrative Duties</u> | | | | | | |
| (a) Testing programme | 5 | 22.7 | 9 | 19.0 | 14 | 20.9 |
| (b) Time tabling | 7 | 31.8 | 18 | 39.9 | 25 | 37.3 |
| (c) Staff meeting agenda | 5 | 22.7 | 4 | 8.9 | 9 | 13.4 |
| (d) Distribution of tests | 4 | 18.1 | 8 | 17.8 | 12 | 17.9 |
| (e) Distribution of instructional supplies | 14 | 63.6 | 20 | 44.4 | 34 | 50.7 |
| (f) Administer library | | | 1 | 2.2 | 1 | 1.5 |
| (g) Administer laboratories | 8 | 36.3 | 2 | 4.4 | 10 | 14.9 |
| (h) Order & requisition supplies | 15 | 68.1 | 14 | 31.0 | 29 | 43.2 |
| (i) Pupil transfer | 2 | 9.0 | 18 | 39.9 | 20 | 29.8 |
| (j) Monies collection | 6 | 27.2 | 14 | 31.0 | 20 | 29.8 |
| (k) Detentions | 6 | 27.2 | 28 | 62.1 | 34 | 50.7 |
| (l) Attendance | 4 | 18.1 | 33 | 73.3 | 37 | 55.1 |
| <u>Supervisory Duties</u> | | | | | | |
| (a) In-service training | 1 | 4.5 | 3 | 6.7 | 4 | 6.0 |
| (b) Teacher meetings | 5 | 22.7 | 4 | 8.9 | 9 | 13.4 |
| (c) Modify curriculum | 3 | 13.6 | 4 | 8.9 | 7 | 10.4 |
| * (d) Special subject supervision | 4 | 18.1 | 12 | 26.6 | 16 | 23.8 |
| o (e) Special grade supervision | 4 | 18.1 | 5 | 11.1 | 9 | 13.4 |

* Special subjects Elementary - Arithmetic (2) Science (1) P.E.(1)
 * Special subjects Secondary - Mathematics (3) Science (3)
 Occupational (2) Social Studies(1)
 Vocational (1) English (2)
 o Special grade supervision
 Elementary - Grade VII (1) Primary (1)
 Intermediate (1) No report (1)
 o Special grade supervision
 Secondary - Jr. secondary(2) Grade VIII (2)
 Grade IX (1)

TABLE XXII (continued)

| Duties | Type of School | | | | | |
|----------------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| <u>Counselling</u> | | | | | | |
| (a) Pupil interviews | 4 | 18.1 | 25 | 55.5 | 29 | 43.2 |
| (b) Career events | | | 3 | 6.7 | 3 | 4.5 |
| (c) Records | | | 13 | 28.9 | 13 | 19.4 |
| (d) Teaching guidance | 4 | 18.1 | 4 | 8.9 | 8 | 11.9 |
| <u>Student Activities</u> | | | | | | |
| (a) Students Council | 4 | 18.1 | 11 | 24.4 | 15 | 22.4 |
| (b) Yearbook | 1 | 4.5 | 2 | 4.4 | 3 | 4.5 |
| (c) Newspaper | 2 | 9.0 | 1 | 2.2 | 3 | 4.5 |
| (d) Clubs | 1 | 4.5 | 15 | 33.3 | 16 | 23.8 |
| (e) Sports programme | 12 | 54.5 | 6 | 13.3 | 18 | 26.8 |
| (f) Social functions | 5 | 22.7 | 19 | 41.2 | 24 | 35.8 |
| (g) Fine Arts programme | | | 2 | 4.4 | 2 | 3.0 |
| (h) Graduation | | | 10 | 22.2 | 10 | 14.9 |
| <u>Discipline</u> | | | | | | |
| (a) Admission of lates | 1 | 4.5 | 28 | 62.1 | 29 | 43.2 |
| (b) Admission of absentees | 2 | 9.0 | 29 | 64.3 | 30 | 44.7 |
| <u>Pupil Supervision</u> | | | | | | |
| (a) Halls | 13 | 59.0 | 18 | 39.9 | 31 | 46.2 |
| (b) Cafeteria | 6 | 27.2 | 15 | 33.3 | 21 | 31.3 |
| (c) Noon hour | 13 | 59.0 | 22 | 48.8 | 35 | 52.2 |
| (d) Play ground | 15 | 68.1 | 17 | 37.7 | 32 | 47.7 |
| (e) Auditorium | 13 | 59.0 | 13 | 28.9 | 26 | 38.8 |
| (f) Recess | 13 | 59.0 | 1 | 2.2 | 14 | 20.9 |

Continued on Page 68

TABLE XXII (concluded)

| Duties | Type of School | | | | | |
|-------------------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| <u>Clerical</u> | | | | | | |
| (a) Letters & correspondence | 4 | 18.1 | 11 | 24.4 | 15 | 22.4 |
| (b) Forms: attendance | 5 | 27.7 | 22 | 48.8 | 27 | 40.2 |
| pupil records | 1 | 4.5 | 11 | 24.4 | 12 | 17.9 |
| Dept. of Education | 1 | 4.5 | 11 | 24.4 | 12 | 17.9 |
| central office | 3 | 13.6 | 9 | 19.0 | 12 | 17.9 |
| (c) Filing system | 2 | 9.0 | 4 | 8.9 | 6 | 8.9 |
| (d) Clerical help supervision | 2 | 9.0 | 18 | 39.9 | 20 | 29.8 |

Additional duties listed by Elementary vice-principals

| | |
|----------------------------|----------------------------------|
| Distribution of texts (12) | School discipline (3) |
| Safety patrol (1) | Teacher supervision schedule (1) |
| Study hall (1) | Public relations (1) |

Additional duties listed by Secondary vice-principals

| | |
|----------------------------|---------------------------|
| School discipline (15) | Distribution of tests (4) |
| Supervision of buses (2) | Study hall (1) |
| Correspondence courses (1) | |

and size of school staff. This question is discussed in more detail in Chapter VII where it is related to the estimated time to perform vice-principals' duties.

Vice-Principals' Authority in Areas of Responsibility

It is recorded in Table XXIII that 91 per cent of the vice-principals did not refer all matters to the principal prior to action, but it was recognized that many duties were handled co-operatively with the principal. The responses indicated that most vice-principals had authority in their areas of responsibility. This is supported by the replies recorded in Table XXIV which indicated that 70 per cent of the vice-principals considered their position to be distinct from the principalship.

Importance of the Vice-Principals' Role

The responses of the vice-principals and principals to this topic are shown in Tables XXV and XXVI. Both principals and vice-principals agreed that the role of the vice-principal was unique and that the duties of the vice-principal could not be performed by other staff members. The latter was the opinion of 44, or 65.6 per cent, of the vice-principals and 63, or 76.9 per cent, of the principals.

Sixty-six, or 80.5 per cent, of the principals rated the assistance of their vice-principals as "good" or better. This is recorded in Table XXVII. Secondary principals tended to rate the

TABLE XXIII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS WHO REFER
ALL MATTERS TO THE PRINCIPAL PRIOR TO ACTION,
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Referral to Principal Prior to Action | | | |
|----------------|---------------------------------------|------|-----|------|
| | Yes | | No | |
| | No. | % | No. | % |
| Elementary | 4 | 18.1 | 18 | 81.7 |
| Secondary | 2 | 4.4 | 43 | 95.5 |
| Totals | 6 | 9.0 | 61 | 91.0 |

TABLE XXIV

VICE-PRINCIPALS WHO STATED THEIR ROLE WAS DISTINCT
FROM THE PRINCIPALSHIP, CLASSIFIED BY TYPE OF
SCHOOL, RECORDED BY NUMBER AND PERCENTAGE

| Type of School | Principalship and Vice-Principalship Distinct Roles | | | |
|----------------|--|------|-----|------|
| | Yes | | No | |
| | No. | % | No. | % |
| Elementary | 14 | 63.6 | 8 | 36.3 |
| Secondary | 33 | 73.3 | 12 | 26.6 |
| Totals | 47 | 70.1 | 20 | 29.9 |

TABLE XXV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED BY
TYPE OF SCHOOL WHO STATED THEIR NON-TEACHING DUTIES
COULD BE CARRIED OUT BY OTHER STAFF MEMBERS

| Type of School | Duties could be Performed by other Staff Members | | | | | |
|----------------|---|------|-----|------|-------------|-----|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 9 | 40.9 | 13 | 59.0 | | |
| Secondary | 13 | 28.9 | 31 | 68.8 | 1 | 2.2 |
| Totals | 22 | 32.8 | 44 | 65.6 | 1 | 1.5 |

TABLE XXVI

NUMBER AND PERCENTAGE OF PRINCIPALS WHO INDICATED
THAT THE VICE-PRINCIPAL'S NON-TEACHING DUTIES
COULD BE CARRIED OUT BY OTHER STAFF MEMBERS
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Vice-Principal's Duties could be Performed by other Staff Members | | | | | |
|----------------|--|------|-----|------|-------------|------|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 11 | 33.3 | 18 | 54.5 | 4 | 12.1 |
| Secondary | 4 | 8.1 | 45 | 91.8 | | |
| Totals | 15 | 18.3 | 63 | 76.9 | 4 | 4.8 |

assistance higher than the elementary principals. Note was made that 5 principals rated the assistance as "fair" or "poor".

Replies to the question, "Does the vice-principal's assistance free you for supervision of instruction in the school?" are shown in Table XXVIII. Elementary principals were divided in their replies with 45.5 per cent indicating "yes" and 48.5 per cent indicating "no" while forty-two, or 85.7 per cent, of the secondary principals answered "yes" to the question.

Those principals who stated the vice-principal's assistance did not provide free time for supervision of instruction gave lack of time for the vice-principal to perform his duties as the major reason for the situation. Other reasons recorded were lack of training, lack of interest, and philosophical conflict.

Summary

1. Vice-principals reported that they performed a wide range of duties. The four most common to the group were:
 - (a) supervision of attendance.
 - (b) supervision of pupils at noon hour.
 - (c) supervision of detentions.
 - (d) distribution of instructional materials.

The responsibilities for elementary vice-principals were not consistent with the reported duties of the secondary group.

TABLE XXVII

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, INDICATING THEIR OPINIONS
OF VICE-PRINCIPALS' ASSISTANCE

| Assistance Rating | Type of School | | | | | |
|-------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| Excellent | 10 | 30.3 | 21 | 42.0 | 31 | 37.8 |
| Good | 13 | 39.4 | 22 | 44.9 | 35 | 42.7 |
| Satisfactory | 4 | 12.1 | 4 | 8.2 | 8 | 9.7 |
| Fair | 2 | 6.0 | 2 | 4.1 | 4 | 4.8 |
| Poor | 1 | 3.0 | | | 1 | 1.2 |
| No report | 3 | 9.1 | | | 3 | 3.7 |

TABLE XXVIII

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED BY
TYPE OF SCHOOL, INDICATING THEIR OPINIONS AS TO
WHETHER OR NOT THE VICE-PRINCIPAL RELEASES THE
PRINCIPAL FOR SUPERVISION OF INSTRUCTION

| Type of School | Released for Instructional Supervision | | | | | |
|----------------|--|------|-----|------|-------------|-----|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 15 | 45.5 | 16 | 48.5 | 2 | 6.1 |
| Secondary | 42 | 85.7 | 7 | 14.3 | | |
| Totals | 57 | 69.5 | 23 | 28.1 | 2 | 2.4 |

2. It was not possible to indicate a pattern of duties for the vice-principals involved in the survey.
3. Vice-principals reported that few refer all matters to their principals prior to action.
4. Vice-principals considered their positions to be distinct from the principalship and principals were of the same opinion.
5. Vice-principals and principals were agreed that the duties of the vice-principals could not be performed by other staff members effectively, even if divided equally throughout the staff.
6. Approximately 80 per cent of the principals rated the assistance of the vice-principal as "good" or "excellent". Most secondary principals agreed that the vice-principals' assistance permitted the principal time to supervise instruction. Approximately one half of the elementary principals did not agree, and stated lack of time for the vice-principal to perform his present duties as a major reason.

CHAPTER VI

DETERMINATION OF VICE-PRINCIPALS' DUTIES

Introduction

The previous chapter noted the broad range of duties performed by vice-principals, but did not indicate how the duties were determined. The purpose of this chapter is to investigate the determination of these duties.

Are duties defined in policy? Who develops the policy? Who assigns the duties in lieu of policy? Are the duties specified? Is a specific list of duties desirable? Should the list of duties be flexible? These questions were asked of the vice-principals. The principals were asked whether or not they listed duties and how well were assigned duties carried out.

District Policy and Vice-Principals' Duties

It is recorded in Table XXIX that 44, or 65.6 per cent, of the vice-principals reported their districts did not have policy statements defining their duties. It was noted that more secondary vice-principals than elementary vice-principals recorded the district had established policies on vice-principals' duties. The lack of district policies was confirmed when 20 per cent of the district superintendents reported their districts had policies defining vice-principals' duties.

Vice-principals reported that the district policies defining

TABLE XXIX

NUMBER AND PERCENTAGE OF SCHOOL SYSTEMS WHO
 ESTABLISH POLICIES OF VICE-PRINCIPALS'
 DUTIES AS STATED BY VICE-PRINCIPALS
 AND CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Vice-Principals' Duties Stated as Policy | | | |
|----------------|---|------|-----|------|
| | Yes | | No | |
| | No. | % | No. | % |
| Elementary | 5 | 22.7 | 17 | 77.2 |
| Secondary | 18 | 40.0 | 27 | 60.0 |
| Totals | 23 | 34.3 | 44 | 65.6 |

their duties had been developed by:

- (a) School Principals (17)
- (b) School Board (3)
- (c) District Superintendents (2)

Local Assignment of Vice-Principals' Duties

Those districts reported by the vice-principals as not having stated policy of their duties developed vice-principal assignments as follows:

- (a) Co-operative development by
principal and vice-principal (24)
- (b) Assigned by the principal (17)

Approximately 90 per cent of the principals reported they defined the duties for their vice-principals but it was not clarified that this was done with or without consultation with the vice-principal and, or, the district superintendent. As shown in Table XXX only 51.2 per cent of the principals provided their vice-principals with written lists of their duties. It was noted that the same percentage of secondary principals did not provide written lists of duties. It is recorded in Table XXXI that 20, or 29.8 per cent, of the vice-principals reported they knew specifically what was required of them at all times and an additional 40, or 59.6 per cent, of the group stated that they knew in a general way what was expected of them. Less than 10 per cent thought their duties were vague.

Only 42, or 51 per cent, of the principals indicated how well vice-principals perform their duties. Twenty-two reported vice-principals always carried out their duties, while an additional 18 principals stated the vice-principals usually carry out their duties. Note was made that two principals reported their vice-principals never carried out their duties.

Twelve, or 17.9 per cent, of the vice-principals considered it desirable to have a written list of duties and another 12 per cent had no opinion. If lists of duties were to be, 43, or 64 per cent, of the vice-principals wanted the list of duties to be more flexible than the sample in the questionnaire. An opinion on the flexibility of a list of duties was expressed by approximately two-thirds of the vice-principals.

Summary

1. The survey indicated that between 20 and 35 per cent of the school districts have developed policy statements on the duties of the elementary and, or, the secondary vice-principals.
2. The districts without policy statements on the duties of the vice-principals left the determination of the duties to the school principal. The principal develops these policies alone or in co-operation with the vice-principal and, or, the district superintendent.

TABLE XXX

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, INDICATING THAT THE LIST
OF VICE-PRINCIPALS' DUTIES ARE WRITTEN

| Type of School | Written List of Duties | | | | | |
|----------------|------------------------|------|-----|------|-------------|-----|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 18 | 54.5 | 14 | 42.4 | 1 | 3.0 |
| Secondary | 24 | 48.9 | 25 | 51.0 | | |
| Totals | 42 | 51.2 | 39 | 47.6 | 1 | 1.2 |

TABLE XXXI

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, WHO STATED HOW THEY KNEW AT
ALL TIMES WHAT WAS EXPECTED OF THEM

| Type of School | Knowledge of Expectations | | | | | |
|----------------|---------------------------|------|-------------|------|-------|-----|
| | Specifically | | General Way | | Vague | |
| | No. | % | No. | % | No. | % |
| Elementary | 8 | 36.3 | 12 | 54.5 | 2 | 9 |
| Secondary | 12 | 26.6 | 28 | 62.2 | 3 | 6.6 |
| Totals | 20 | 29.8 | 40 | 59.6 | 5 | 7.5 |

3. Approximately 50 per cent of the principals provided their vice-principals with written lists of their duties.
4. Most vice-principals reported they knew what was expected of them and usually carried out their responsibilities, however, the group desired that any list of duties developed for their role be flexible.

CHAPTER VII

PAYMENT, FACILITIES AND TIME FOR VICE-PRINCIPALS

Introduction

In this chapter the purpose is to ascertain the method and amount paid to vice-principals and to examine the facilities and time available to them for discharge of their duties.

Allowances Paid to Vice-Principals

The responses to the questionnaire indicated two methods of payment of vice-principals' allowances. The most frequently reported method (51 of the group) was based on a percentage of the principals' allowance which had been calculated according to the type of school and the number of teachers or classrooms in the school. Eleven vice-principals reported their allowance was set for the position and did not involve the principals' allowance and the number of teachers or classrooms.

It is recorded in Tables XXXII that elementary vice-principals' allowances ranged from \$680 to \$1,905 with a median range of \$1,000 to \$1,499. Table XXXIII records that the secondary vice-principals' allowances were significantly greater, with the range from \$1,219 to \$5,000. The median range was \$2,001 to \$3,000. It was apparent that vice-principals' allowances were generally related to type of school and number of staff.

TABLE XXXII

NUMBER OF ELEMENTARY VICE-PRINCIPALS
CLASSIFIED BY SCHOOL STAFF SIZE
AND ADMINISTRATION ALLOWANCE

| School Staff Size | Allowances in Thousands of Dollars | | | |
|----------------------|------------------------------------|--------------|-----------------|-----------|
| | \$.68 - \$.99 | \$1 - \$1.49 | \$1.5 - \$1.905 | No report |
| | No. | No. | No. | No. |
| 14 - 19 | 3 | 7 | 1 | 1 |
| 20+ | 1 | 3 | 6 | |
| Totals | 4 | 10 | 7 | 1 |

TABLE XXXIII

NUMBER OF SECONDARY VICE-PRINCIPALS
CLASSIFIED BY SCHOOL STAFF SIZE
AND ADMINISTRATION ALLOWANCE

| School Staff Size | Allowance in Thousands of Dollars | | | | |
|----------------------|-----------------------------------|---------------|---------------|---------------|-----------|
| | \$1.219-\$2.0 | \$2,001-\$3.0 | \$3,001-\$4.0 | \$4.001-\$5.0 | No report |
| | No. | No. | No. | No. | No. |
| 16 - 19 | 4 | | | | 1 |
| 20 - 35 | 3 | 13 | | | 1 |
| 36+ | | 8 | 8 | 5 | 2 |
| Totals | 7 | 21 | 8 | 5 | 4 |

Office Facilities for Vice-Principals

All 45 secondary vice-principals reported they had separate office space, however, only 6 of the elementary group recorded separate office accommodation. Seven elementary vice-principals had a designated area in the general office to use, while an additional 3 shared office space with the school principal. Note was made that 6 of the elementary group were not provided with any designated office space.

Availability of Clerical Help

The questions related to the availability of clerical help for vice-principals were difficult to assess. Most vice-principals were satisfied with the arrangements for clerical help. Twenty-nine of the group reported designated clerical help each week. The reported clerical help ranged from 1 to 35 hours each week.

Time to Perform Vice-Principals' Duties

The actual time released from teaching for performance of vice-principals' duties is recorded in Table XXXIV. The estimates of time required to perform present duties by vice-principals and principals is shown in the same Table. Sixteen, or 72.8 per cent, of the elementary vice-principals reported they had 0 to 20 per cent time released from teaching to perform their duties. Note was made that one elementary vice-principal had 60 per cent time released from teaching and one had no designated time.

Elementary vice-principals' estimates of required time for duties other than teaching, ranged from 11 to 60 per cent while elementary principals' estimates ranged from 0 to 70 per cent. The median ranges for time released from teaching were: actual; 11 to 20 per cent; vice-principals' estimates, 30 to 40 per cent; principals' estimates, 30 to 40 per cent.

The secondary vice-principals reported their time released from teaching as ranging from under 10 per cent to 100 per cent, with approximately two-thirds of this group reporting more than 50 per cent time to perform their duties. Secondary principals' and vice-principals' estimates of required time released from teaching to perform duties ranged from 11 to 100 per cent. The actual and estimates of time released from teaching medians for the secondary group were 61 to 70 per cent.

Summary

1. The majority of vice-principals' allowances were based on a percentage of the principals' administration allowance which was related to staff size and type of school.
2. Separate office space was provided for secondary vice-principals. Elementary vice-principals, generally, had a designated area to perform their administration duties.
3. The allotment of clerical help for vice-principals was not a problem.

TABLE XXXIV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED BY TYPE OF SCHOOL, INDICATING ACTUAL PERCENTAGE OF RELEASED TIME FOR NON-TEACHING DUTIES; VICE-PRINCIPALS' ESTIMATE OF TIME REQUIRED AND PRINCIPALS' ESTIMATE OF TIME REQUIRED

| Percentage of released time per week | Released Time for Non-Teaching Duties | | | | | | | | | |
|--------------------------------------|---------------------------------------|------|----------------------------|------|-----------------------|-----------|----|----------------------------|----|-----------------------|
| | Elementary | | | | | Secondary | | | | |
| | Actual | | Vice-principals' estimates | | Principals' estimates | Actual | | Vice-principals' estimates | | Principals' estimates |
| | No. | % | No. | % | | No. | % | No. | % | |
| 0 - 10 | 8 | 36.4 | 8 | 36.4 | 6 | 18.2 | 1 | 2.2 | 1 | 2.0 |
| 11 - 20 | 8 | 36.4 | 1 | 4.5 | 9 | 27.3 | 2 | 4.4 | 4 | 8.2 |
| 21 - 30 | 3 | 13.7 | 6 | 27.4 | 1 | 3.0 | 4 | 8.9 | 7 | 14.3 |
| 31 - 40 | 1 | 4.5 | 3 | 13.7 | 10 | 30.3 | 8 | 17.8 | 8 | 16.3 |
| 41 - 50 | 1 | 4.5 | 2 | 9.0 | 2 | 6.1 | 6 | 13.4 | 9 | 18.4 |
| 51 - 60 | | | | | 3 | 9.1 | 6 | 13.4 | 3 | 6.1 |
| 61 - 70 | | | | | 2 | 6.0 | 1 | 2.2 | 10 | 22.2 |
| 71 - 80 | | | | | | | 8 | 17.8 | 8 | 17.8 |
| 81 - 90 | | | | | | | 7 | 15.5 | 2 | 4.4 |
| 91 - 100 | 1 | 4.5 | 2 | 9.0 | | | 2 | 4.4 | 45 | 100 |
| No response | | | | | | | | | 49 | 100 |
| Totals | 22 | 100 | 22 | 100 | 33 | 100 | 45 | 100 | 49 | 100 |

NOTE: Percentage of time is based on a twenty-five hour week. Therefore, twenty per cent would indicate five hours per week to perform duties.

4. The time released from teaching for the performance of duties for elementary vice-principals was recorded to be inadequate while adequate time was reported by secondary vice-principals. The time released from teaching for the performance of vice-principals' duties was related to staff size and type of school.

CHAPTER VIII

PREPARATION OF THE VICE-PRINCIPALS FOR EDUCATIONAL LEADERSHIP

Introduction

In the initial chapters of this study stress was made on the need of educational leadership in schools. The purpose of this chapter is to ascertain whether or not the present role of the vice-principal develops educational leadership. Questions to vice-principals concerned: their intentions regarding application for principalship; their opinions of experiences involved in a principal's preparation programme; and their opinions of who should develop the preparation programme. To complement the vice-principals' questions principals were asked to describe their routes of experience to the principalship and to express whether or not they would accept the responsibility of training vice-principals for principalship roles. Both principals and vice-principals were requested to rate their experience, if any, as vice-principals and to indicate which of the experiences they considered most valuable. District superintendents were asked to indicate whether or not a principal preparation programme was feasible in their district.

Vice-Principalship as a Route to Principalship

It is shown in Table XXXV that 77.6 per cent of the vice-principals intend to apply for principalship. Ninety-one per cent of

the elementary vice-principals indicated their intention to apply for principalships as compared to 71 per cent of the secondary group.

Of those not wishing to apply for principalship the reasons given, generally, were health and age. However, one vice-principal admitted he could not accept the responsibility of the principalship.

Routes of Promotion to Principalship

It is shown in Table XXXVI that 28, or 34.2 per cent, of the principals did not have vice-principalship experience. The elementary principals who had vice-principal experience reported the experience ranged from 1 to 15 years but 42 per cent of this group had less than 5 years. The parallel group of principals at the secondary level had experience ranging from 1 to 10 years with 45 per cent recording less than 5 years.

Positions held by principals immediately prior to their present appointments are recorded in Table XXXVII. Thirty-eight, or 46.3 per cent, of the principals held a similar position in another school immediately prior to their present appointment. Twenty-eight, or 34.2 per cent, had been vice-principals. More elementary principals recorded immediately prior experience as a principal of a smaller school, while more secondary principals reported serving as vice-principals.

Over 80 per cent of the principals had been appointed from within the district they now serve thus promotion to principalship

TABLE XXXV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, INDICATING
INTENTION TO APPLY FOR PRINCIPALSHIPS,
CLASSIFIED BY TYPE OF SCHOOL

| Type of School | Intention to apply for Principalship | | | |
|----------------|--------------------------------------|------|-----|------|
| | Yes | | No | |
| | No. | % | No. | % |
| Elementary | 20 | 91 | 2 | 9 |
| Secondary | 32 | 71 | 13 | 28.9 |
| Totals | 52 | 77.6 | 15 | 22.4 |

TABLE XXXVI

YEARS OF EXPERIENCE OF ELEMENTARY AND SECONDARY
PRINCIPALS AS VICE-PRINCIPALS BY
NUMBER AND PERCENTAGE

| Type of School | Years of Experience as a Vice-Principal | | | | | | | |
|----------------|---|------|-------|------|--------|------|---------|-----|
| | No Experience | | 1 - 5 | | 6 - 10 | | 11 - 15 | |
| | No. | % | No. | % | No. | % | No. | % |
| Elementary | 13 | 39 | 14 | 42 | 3 | 9 | 3 | 9 |
| Secondary | 15 | 30 | 22 | 45 | 12 | 24 | | |
| Totals | 28 | 34.2 | 36 | 43.9 | 15 | 18.3 | 3 | 3.7 |

TABLE XXXVII

ELEMENTARY AND SECONDARY PRINCIPALS' POSITION
PRIOR TO THEIR PRESENT APPOINTMENT RECORDED
BY NUMBER AND PERCENTAGE

| Position Held Prior to present Appointment | Elementary | | Secondary | | Totals | |
|---|------------|----|-----------|----|--------|------|
| | No. | % | No. | % | No. | % |
| Principal of smaller school | 19 | 55 | 14 | 28 | 32 | 39.0 |
| Principal of larger school | 2 | 6 | 4 | 8 | 6 | 7.3 |
| Vice-principal of a school | 6 | 18 | 22 | 45 | 28 | 34.2 |
| Classroom teacher | 6 | 18 | 3 | 6 | 9 | 10.9 |
| Counsellor | | | 3 | 6 | 3 | 3.7 |
| Other | | | 2 | 4 | 2 | 2.4 |
| No report | 1 | 3 | 1 | 2 | 2 | 2.4 |

NOTE: Other - Principal of school the same size (1)
 - Director of Secondary Instruction (1)

could have been related to the results of previously successful administration experience. It might be construed that districts have sufficient staff with administrative ability.

Table XXXVIII records the type of school experience of principals immediately prior to their present appointment. Thirty-one elementary principals and 4 secondary principals were in elementary schools while 43 secondary and 2 elementary principals were in secondary schools. It is recorded in Table XXIX that 67.1 per cent of the principals held their immediately prior position for less than 5 years, and 23.2 per cent had been in the position for 6 to 10 years.

Rating Vice-Principalship Experience

The principals, who had been vice-principals, rated their experience as shown in Table XL. From this table it was noted that 29 of the principals rated the experience as "good" and another 8 gave the experience a rating of "excellent". Only 3 of the group rated their vice-principalship experience as "poor". It was noted that the question was not applicable to or received no response from 33 of the 82 principals.

Table XLI records that 43.2 per cent of the vice-principals rated as "very adequate", their present position as a preparation for a principalship and an additional 29.8 per cent gave the rating of "adequate". Only 13.4 per cent recorded an "inadequate" response. It was interesting to note that 31.8 per cent of the elementary

TABLE XXXVIII

TYPE OF SCHOOL IN WHICH THE ELEMENTARY AND SECONDARY
PRINCIPALS HAD THEIR IMMEDIATE PRIOR
EXPERIENCE, BY NUMBER AND PERCENTAGE

| Type of School | Immediate Prior Experience of Principals | | | |
|-----------------------------|---|----|-----------|----|
| | Elementary | | Secondary | |
| | No. | % | No. | % |
| Elementary | 31 | 94 | 4 | 8 |
| Elementary Junior Secondary | 1 | 3 | 5 | 10 |
| Junior Secondary | | | 7 | 14 |
| Senior Secondary | | | 6 | 12 |
| Secondary | 1 | 3 | 25 | 51 |
| No report | | | 2 | 4 |

TABLE XXXIX

ELEMENTARY AND SECONDARY PRINCIPALS' YEARS OF
EXPERIENCE IN PRIOR POSITIONS BY
NUMBER AND PERCENTAGE

| Type of School | Years of Experience in Prior Positions | | | | | | | | | |
|-------------------|--|-----|-------|------|--------|------|---------|-----|-----|-----|
| | No report | | 1 - 5 | | 6 - 10 | | 11 - 15 | | 16+ | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Elementary | | | 24 | 73 | 7 | 21 | 1 | 3 | 1 | 3 |
| Secondary | 2 | 4 | 41 | 62.5 | 12 | 24.5 | 3 | 6 | 1 | 2 |
| Totals | 2 | 2.4 | 55 | 67.1 | 19 | 23.2 | 4 | 4.8 | 2 | 2.4 |

TABLE XL

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, STATING VALUE OF
THEIR VICE-PRINCIPALSHIP FOR
THEIR PRESENT POSITION

| Value of Vice-Principalship | Type of School | | | | | |
|-------------------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| Excellent | 1 | 3 | 7 | 14.3 | 8 | 9.7 |
| Good | 8 | 24.3 | 21 | 42.8 | 29 | 35.4 |
| Satisfactory | 2 | 6 | 3 | 6 | 5 | 6.1 |
| Fair | 2 | 6 | 2 | 4.1 | 4 | 4.8 |
| Poor | 2 | 6 | 1 | 2 | 3 | 3.7 |
| Not applicable or no response | 18 | 54.5 | 15 | 30 | 33 | 40.8 |

vice-principals listed their present experience as "inadequate" compared to 4.4 per cent of the secondary group. Note was made that 20 per cent of the secondary vice-principals did not reply to the question.

It was apparent that secondary vice-principals were more satisfied with their preparation for principalship than the elementary group.

Those vice-principals who indicated their present preparation for a principalship as "inadequate" gave the following reasons:

- (a) Lack of varied experience in those duties of a principal.
- (b) Lack of time to experience the various phases of the principalship.
- (c) An ineffective principal.

Seventy-nine of the 82 principals indicated they accepted responsibility for preparing vice-principals for principalships.

Table XLII shows that approximately 11 per cent of the principals considered they followed a well defined programme of preparation for their principalship, thus, it was apparent that most districts do not have a principalship preparation programme. Principal preparation programmes submitted lacked objectivity and scope with little time spent on administration theory or discussion of instructional supervision.

When asked if it would be feasible to establish a principalship preparation programme in their district, 21, or 67.8 per cent, of the District Superintendents replied affirmatively. Most of

TABLE XLI

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, INDICATING WHETHER OR NOT
THEIR PRESENT POSITION IS PREPARING
THEM FOR PROMOTION

| Type of School | Present Position Preparation for Promotion | | | | | |
|----------------|--|------|------------|------|--------------|------|
| | Very adequate | | Adequately | | Inadequately | |
| | No. | % | No. | % | No. | % |
| Elementary | 6 | 27.2 | 9 | 40.9 | 7 | 31.8 |
| Secondary | 23 | 51 | 11 | 24.4 | 2 | 4.4 |
| Totals | 29 | 43.2 | 20 | 29.8 | 9 | 13.4 |

NOTE: Nine secondary did not respond (20 per cent).

TABLE XLII

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, WHO PROCEEDED THROUGH
A WELL DEFINED PROGRAMME PRIOR TO
PROMOTION TO VICE-PRINCIPALSHIP

| Type of School | Defined Programme of Principalship Training | | | | | |
|----------------|---|------|-----|------|-------------|-----|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 2 | 6 | 30 | 90 | 1 | 3 |
| Secondary | 7 | 14.3 | 38 | 77.5 | 4 | 8.2 |
| Totals | 9 | 10.9 | 68 | 82.9 | 5 | 6.1 |

the group who replied negatively stated that the responsibility for the programme should be with the university.

Table XLIII shows that 53.7 per cent of the principals were of the opinion that the most valuable experience was "assisting the principal". Note was made that approximately 29.3 per cent of the principals did not reply to this question.

Table XLIV records the list of experiences considered by principals as valuable training or preparation for the principalship. Forty-three principals rated "on the job experience" as a principal, the most valuable preparation for a principalship. In-service training, university courses, and professional reading followed in order of preparation value.

Vice-Principals' Preparation Programme

Table XLV records the activities which vice-principals considered valuable for a principalship preparation programme. The majority of vice-principals, 67 per cent, were of the opinion that "specifically assigned tasks in their own school" would be the most desirable preparation or training for a principalship. Other activities such as workshops, university credit courses, visitations, internships and study groups were considered to be much less desirable.

The responses to the specific question, "What experiences were of value or doubtful value?" are shown in Table XLVI. Elementary vice-principals rated broad teaching experience and direction by a

TABLE XLIII

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, INDICATING THE AREA OF
EXPERIENCE OF MOST VALUE TO THEIR IN-
SERVICE TRAINING FOR A PRINCIPALSHIP

| Experience | Type of School | | | | | |
|---------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| Assisting principal | 13 | 39.4 | 31 | 63.2 | 44 | 53.7 |
| Observing principal | 7 | 21.2 | 7 | 14.3 | 14 | 17.0 |
| No response | 13 | 39.4 | 11 | 22.4 | 24 | 29.3 |

TABLE XLIV

LIST OF EXPERIENCES RECORDED BY PRINCIPALS AS
- VALUABLE TRAINING FOR THEIR PRESENT POSITION

| Experience | Elementary | Secondary | Totals |
|--------------------------------------|------------|-----------|--------|
| | No. | No. | No. |
| On the job experience as a principal | 12 | 31 | 43 |
| In-service training | 6 | 4 | 10 |
| Visitations to other schools | 3 | 3 | 6 |
| Experience in other occupations | 1 | 5 | 6 |
| University courses | 3 | 4 | 7 |
| Professional reading | 5 | 2 | 7 |
| No response | 3 | | 3 |

TABLE XLV

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL INDICATING THE MOST DESIRABLE IN-
SERVICE ACTIVITY FOR PRINCIPALSHIP PREPARATION

| Type of Activity | Principalship Preparation In-Service | | | | | |
|--|--------------------------------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| (a) Workshop for vice-principals (Dist. Supt. and Vice-principals) | 2 | 9 | 4 | 8.9 | 6 | 8.9 |
| (b) Specifically assigned tasks in own school | 15 | 68.1 | 30 | 66.6 | 45 | 67.1 |
| (c) University credit courses in admin. & supervision | 1 | 4.5 | 3 | 6.7 | 4 | 5.9 |
| (d) Scheduled visitation to other schools | 2 | 9 | 2 | 4.4 | 4 | 5.9 |
| (e) Internship programme (University credit) | 2 | 9 | 2 | 4.4 | 4 | 5.9 |
| (f) Vice-principal study groups | | | 3 | 6.7 | 3 | 4.5 |
| (g) No response | | | 1 | 2.2 | 1 | 1.5 |

good principal as the most valuable. The same group rated the involvement with a Principals' Association as the least valuable experience. Secondary vice-principals stated the most valuable experiences to be observation of a good principal and direction by a good principal. The secondary group agreed with their elementary contemporaries on the activity of least value. Note was made that secondary vice-principals considered the activities of professional reading and university training in educational administration, to be more valuable than did the elementary vice-principals.

Forty-four, or 65 per cent, of the vice-principals stated they would participate in a principalship preparation, for in-service training, programme. Note was made that more elementary vice-principals expressed an interest than did secondary vice-principals.

Table XLVII records the vice-principals' opinions of responsibility for their principalship preparation programme. The Principals' Association was most frequently recorded as the group responsible for such a programme but approximately the same number of vice-principals stated the District Superintendent was responsible. Note was made that approximately 12 per cent of the vice-principals indicated a university involvement in an in-service programme.

TABLE XLVI

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED BY
TYPE OF SCHOOL, WHO INDICATED EXPERIENCES AS
VALUABLE OR OF DOUBTFUL VALUE

| Classification of Experience | Value of Experiences | | | | | |
|--|----------------------|------|-----------------|-----------|-----------------|-----------------|
| | Elementary | | | Secondary | | |
| | Valuable No. | % | Doubtful No. | % | Valuable No. | Doubtful No. |
| (a) Broad teaching experience | 22 | 100 | | | 39 | 5 |
| (b) University training in education administration | 15 | 61.1 | 5 | 22.7 | 32 | 12 |
| (c) Observing a good principal | 19 | 86.3 | 2 | 9 | 43 | 1 |
| (d) Principal's advice | 15 | 68.1 | 6 | 27.2 | 34 | 10 |
| (e) Dist. Supt. advice | 12 | 54.5 | 9 | 40 | 31 | 12 |
| (f) Directed by good principal | 22 | 100 | | | 44 | |
| (g) Principals' Association involvement | 8 | 36.3 | 12 | 54.5 | 18 | 26 |
| (h) Professional reading | 15 | 68.1 | 5 | 22.7 | 42 | 2 |

TABLE XLVII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, INDICATING BY OPINION WHO
SHOULD BE RESPONSIBLE FOR THE PRINCIPAL-
SHIP IN-SERVICE TRAINING

| Person or Group Responsible | Type of School | | | | | |
|-----------------------------------|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| District Superintendent | 8 | 36.3 | 12 | 26.6 | 20 | 29.8 |
| Board of Trustees | 2 | 9 | | | 2 | 3 |
| Principals' Association | 6 | 27.2 | 17 | 37.7 | 23 | 34.1 |
| Department of Education | 2 | 9 | 5 | 11.1 | 7 | 10.4 |
| University (Faculty of Education) | 1 | 4.5 | 7 | 15.5 | 8 | 11.9 |
| Vice-Principals | 3 | 13.6 | 3 | 6.7 | 6 | 8.9 |
| No response | | | 1 | 2.2 | 1 | 1.5 |

Summary

1. The majority of vice-principals involved in the survey intended to apply for principalship.
2. The majority of principals had been vice-principals prior to their present appointment.
3. The majority of principals had been appointed from positions within their present school districts.
4. Most principals had their immediately prior experience in the same type of school they presently administer and spent less than five years in the position.
5. The majority of principals with vice-principalship experience rated it as "good" or "excellent".
6. Approximately 43 per cent of the vice-principals rated their present experience as "very adequate" preparation for principalships.
7. More elementary vice-principals rated their present position as inadequate preparation for a principalship than did secondary vice-principals. Lack of varied experience in those duties of the principal was the major criticism.
8. The majority of principals agreed that they had a responsibility to prepare vice-principals for the principalship. Most district superintendents reported that a principalship preparation programme was feasible in their districts.

9. The majority of school districts in British Columbia do not have principalship preparation programmes or in-service training for vice-principals.
10. Principals rated "on the job experience as a principal" the most desirable training for a principalship.
11. "Specifically assigned tasks in their own school" was listed by vice-principals as the most desirable principalship training.
12. Most vice-principals were prepared to participate in a principalship preparation programme and in their opinion, the responsibility to conduct such a programme was that of the Principals' Association and the District Superintendent.

CHAPTER IX

RELATIONSHIP OF VICE-PRINCIPALS WITH PRINCIPALS AND OTHER STAFF MEMBERS

Introduction

Related to the leadership function in the schools is a need for a positive working relationship between principal and vice-principal. It is expected that a good working relationship will assist in the development of sound policies of school organization and of appropriate supervisory management. This relationship is expected to include school district administrators and school staff.

Vice-principals were asked to indicate the working relationship they had with their principals and of the relationship with other school staff members, the group reported, also, on the co-operative development of school policies.

Principal-Vice-Principal Relationships

The survey recorded that only one of the 67 vice-principals did not work harmoniously with the principal. The one case of disharmony was reported by an elementary vice-principal who gave the reason of conflicting philosophy for the situation.

The vice-principals reasons for the harmonious relationship with their principals is shown in Table XLVIII. Twenty-three, or 34.3 per cent, of the vice-principals reported that respect for pro-

fessional competence was the major reason for the harmonious relationship with the principal, while co-operative attack on problems was considered to be the second major reason. Note was made that secondary vice-principals listed philosophy, or philosophical agreement, as the major reason for a harmonious relationship.

Fifty-nine, or 87.9 per cent, of the vice-principals reported that school policies were developed co-operatively.

Kind of Relationships Between Vice-Principals and Teaching Staffs

It is shown in Table XLIX that 47.7 per cent of the vice-principals were of the opinion that the kind of relationship they had with teaching staff was one where teachers sought assistance and guidance with their teaching tasks. Twenty-five per cent considered the relationship to be that of an ordinary staff member. Only 8.9 per cent of the vice-principals stated the relationship with teachers was one of some deference.

It appeared that the vice-principals generally had a positive relationship with members of the teaching staff.

Summary

1. Most principals and vice-principals worked harmoniously and developed school policies co-operatively.
2. The harmonious relationships between principals and vice-principals were the result of respect for professional competence, co-operative attack on problems and

TABLE XLVIII

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, WHO INDICATED THE REASON FOR
HARMONIOUS RELATIONSHIP WITH THE SCHOOL PRINCIPAL

| Reasons for Relationship | Type of School | | | | | |
|---|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| (a) Temperament similarity | 3 | 13.6 | 2 | 4.4 | 5 | 7.5 |
| (b) Philosophy similarity | 1 | 4.5 | 15 | 33.3 | 16 | 23.8 |
| (c) Outlook on life similarity | 1 | 4.5 | | | 1 | 1.5 |
| (d) Personal friendship | 1 | 4.5 | 2 | 4.4 | 3 | 4.5 |
| (e) Respect for professional competence | 10 | 45.4 | 13 | 28.9 | 23 | 34.3 |
| (f) Co-operative attack on problems | 6 | 27.2 | 11 | 24.4 | 17 | 25.3 |
| (g) Other | | | 1 | 2.2 | 1 | 1.5 |

TABLE XLIX

NUMBER AND PERCENTAGE OF VICE-PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, TO INDICATE THE KIND OF
RELATIONSHIP WITH TEACHING STAFF

| Kind of Relationship | Type of School | | | | | |
|--|----------------|------|-----------|------|--------|------|
| | Elementary | | Secondary | | Totals | |
| | No. | % | No. | % | No. | % |
| (a) Vice-principal treated as an ordinary staff member | 7 | 31.8 | 10 | 22.2 | 17 | 25.3 |
| (b) Vice-principal treated with some deference by the teaching staff | 1 | 4.5 | 5 | 11.1 | 6 | 8.9 |
| (c) Vice-principal sought for assistance and guidance | 9 | 40.9 | 23 | 51.1 | 32 | 47.7 |
| (d) No response | 5 | 22.5 | 7 | 15.5 | 12 | 17.9 |

similarity of philosophy.

3. Approximately one-half of the vice-principals reported a positive staff relationship because staff members sought their advice and guidance.

CHAPTER X

WOMEN AS VICE-PRINCIPALS

Introduction

The majority of British Columbia's 17,000 teachers are women. Why are so few women principals, or vice-principals, in public schools? The purpose of this chapter is to explore the reason for the present situation by questioning the principals.

Principals were asked whether or not women could perform vice-principals' duties; whether or not they would recommend a woman for a vice-principalship; whether or not more women should be appointed vice-principals.

Number of Women Vice-Principals

The questionnaires submitted by the 67 vice-principals recorded two women were vice-principals of elementary schools. In the 82 questionnaires submitted by principals it was reported that three women held elementary vice-principalships. It could be concluded, therefore, that few women are appointed vice-principals.

Women and Vice-Principals' Duties

Table L records the opinion of the principals as to the competence of women as vice-principals. Fifty-three, or 64.7 per cent, of the principals stated that women were not as competent as

men in the role of vice-principal while approximately one-third of the group, 27, felt that women were as competent as men. This group stated the role was related to professional competence rather than sex.

Principals, who did not have confidence in women vice-principals reported a number of reasons for their opinions. Twenty principals recorded their concern for women dealing with discipline problems, specifically at the secondary level. As a group, secondary principals were concerned that female vice-principals would not have the respect of other staff members. To a lesser degree, principals questioned the emotional stability of female vice-principals. One secondary principal stated women would not accept the responsibility of vice-principals' duties.

Women and the Vice-Principals' Role

"All other factors equal, would you recommend a woman for a vice-principalship?" The principals' replies to this question are recorded in Table LI. Approximately 66 per cent of the principals reported they would not recommend a woman for a vice-principalship, even with all other factors equal. Note was made that this opinion was most common at the secondary level.

It might be concluded that factors other than experience and qualifications are to be considered when appointing a vice-principal.

TABLE L

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
 BY TYPE OF SCHOOL, WHO INDICATE THAT
 WOMEN CAN BE AS COMPETENT AS MEN
 IF APPOINTED VICE-PRINCIPAL

| Type of School | Women's Competence as Vice-Principals | | | |
|----------------|---------------------------------------|------|---------------|------|
| | As competent | | Not competent | |
| | No. | % | No. | % |
| Elementary | 15 | 45.5 | 17 | 51.5 |
| Secondary | 12 | 24.5 | 36 | 73.4 |
| Totals | 27 | 32.9 | 53 | 64.7 |

NOTE: 1 Secondary and 1 Elementary no response.

More Women as Vice-Principals

It is recorded in Table LII that approximately 60 per cent of the principals stated they would not recommend that more women be appointed vice-principals. Again, the secondary principals were more definite in their opinions than the elementary group. Reasons were similar to those stated in "Women and Vice-Principals' Duties" with staff relationships listed as the major concern. Three principals expressed concern that women vice-principals would not be appointed to principalships and ten principals admitted personal prejudice. Those principals who would recommend that more women be vice-principals again emphasized professional competence rather than sex.

The investigator noted among statements made by principals that eleven secondary principals would recommend more women for elementary vice-principalships, and that five elementary principals would recommend more women for secondary vice-principalships.

Summary

1. Few women have been appointed vice-principals of British Columbia public schools.
2. Should principals have influence on vice-principalship appointments, it was apparent that few women will be vice-principals in the immediate future in British Columbia public schools.

TABLE LI

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL, WHO WITH OTHER FACTORS
EQUAL WOULD RECOMMEND A WOMAN
TO BE VICE-PRINCIPAL

| Type of School | Recommend a Woman for Vice-Principalship | | | | | |
|----------------|--|------|-----|------|-------------|------|
| | Yes | | No | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 10 | 30.3 | 19 | 57.6 | 4 | 12.1 |
| Secondary | 13 | 26.5 | 35 | 71.4 | 1 | 3 |
| Totals | 23 | 28.1 | 54 | 65.9 | 5 | 6.1 |

TABLE LII

NUMBER AND PERCENTAGE OF PRINCIPALS, CLASSIFIED
BY TYPE OF SCHOOL WHO, IN THEIR OPINION,
WOULD RECOMMEND MORE WOMEN SHOULD BE
PROMOTED TO VICE-PRINCIPALS

| Type of School | Recommendation of Women for Vice-Principalship | | | | | |
|----------------|--|------|---------------------|------|-------------|-----|
| | Would Recommend | | Would not Recommend | | No response | |
| | No. | % | No. | % | No. | % |
| Elementary | 14 | 42.4 | 18 | 54.5 | 1 | 3 |
| Secondary | 16 | 32.6 | 31 | 63.2 | 2 | 4.1 |
| Totals | 30 | 36.6 | 49 | 59.8 | 3 | 3.6 |

CHAPTER XI

SUMMARY AND RECOMMENDATIONS

Introduction

This study, generally, indicated that vice-principals' qualifications and certification were of a high level. However, most vice-principals were assigned responsibilities requiring limited professional training.

The literature reported in the study indicated the potential of the vice-principal's position as a preparation for principalship or school leadership. The need for leadership at the school level was emphasized by most writers. Yet, this study revealed that few school districts in British Columbia had prepared policies which would establish principalship preparation programmes for vice-principals.

The purpose of this chapter is to summarize the findings of the study as related to the stated purposes. Generalizations are made rather than conclusions because of the limitations of the study. When applicable, comparisons with related studies are made to emphasize findings similar to, or different from, this study. The study concludes with recommendations indicating possible areas for improving the selection and training of vice-principals and for establishing principal preparation programmes.

Selection of Vice-Principals

The survey revealed that most vice-principals in British

Columbia, were married men between the ages of thirty-six and forty-five years, who had completed five years of university training and had been granted a Professional Basic teaching certificate.

Vice-principals, generally, had eleven to fifteen years of experience in teaching and, or, administration prior to their present appointment. In most cases, vice-principals were appointed from within the same district. The elementary vice-principals generally had a background of teaching experience in elementary schools, while the secondary group had a background at the secondary level.

As a group the secondary vice-principals were older, had more university training and held higher teaching certificates than the elementary group. Most secondary vice-principals had undertaken one course in administration and as a group were not intending to take further university training. Conversely, most elementary vice-principals intended to seek a higher university degree.

District superintendents reported that in most districts vice-principals were considered essential to the operation of schools with fourteen or more classrooms.

Administrative ability was stated as a selection criterion for the vice-principalship by district superintendents, principals and vice-principals.

Generalization. The study revealed the presence of certain selection criteria for the vice-principalship namely, sex, age,

teaching experience, qualification, certification, and administrative ability. The last criterion was not defined. There appeared to be a lack of emphasis on training related to school leadership in the selection criteria of vice-principals. The fact that most vice-principals were appointed from within the same school district would suggest that there were sufficient staff in districts capable of carrying out the present functions of a vice-principal.

Comparisons. Similar selection criteria for vice-principals were recorded in studies by Enns, O'Brien, and McLeod, specifically with reference to sex, age, and teaching experience.¹ Vice-principals in this study were generally better qualified and certificated than the group reported by O'Brien.² Another similarity to the findings of Enns and McLeod was that most vice-principals were appointed from within the same school district.³

¹F. Enns, "A Survey of the Present Status of the Vice-Principals in Divisional & County Schools" (unpublished Master's thesis, The University of Alberta, 1960); Patrick O'Brien, "A Survey of the Position of the Principal & Vice-Principal in British Columbia Schools" (unpublished Master of Arts thesis, The University of British Columbia, 1959); and John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools" (unpublished Master's thesis, The University of Alberta, 1959).

²Patrick O'Brien, "A Survey of the Position of the Principal & Vice-Principal in British Columbia Schools" (unpublished Master of Arts thesis, The University of British Columbia, 1959).

³Enns, loc. cit., and McLeod, loc. cit.

Duties of the Vice-principal

The study indicated that most of the duties performed by the vice-principal were clerical, or routine in nature, and required little professional training. A few vice-principals were assigned responsibilities in the area of instructional supervision. Responses recorded that there was cooperation between the principal and vice-principal in organizing, supervising, and administering a school, but the survey did not assess the amount of cooperation. It was reported that at the secondary level vice-principals performing their duties permitted principals more time to concentrate on supervision of instruction.

Although both principals and vice-principals stated their vice-principals' duties could not be carried out by sharing the responsibility with other staff, the case could not be defended on the evidence of this study.

Generalization. It was shown in the study that few of the vice-principals had duties that required professional principalship preparation. In fact many of the stated duties could be assigned to clerical help or other staff members.

It could be generalized that the present responsibilities of vice-principals are inadequate for "on the job experience" of future school leaders.

Comparison. Enns, O'Brien, and McLeod recorded in their studies that assigned duties of vice-principals were clerical or of a low professional order.⁴ The findings of this study were similar.

Determination of Vice-Principals' Duties

The study recorded that few school districts, in British Columbia, had developed policies defining the roles and duties of vice-principals. Most vice-principals were assigned their duties by the school principal: in half the situations reported these duties were written. Note was made that most vice-principals were of the opinion that the duties should be flexible and not fixed.

Generalization. The study showed that the assignment of vice-principals' duties was assumed by the principal in most school districts. It could be generalized, therefore, that principals were not aware of the potential of the vice-principalship for leadership training. It could be concluded that principals were maintaining the "traditional" role of the vice-principal.

Comparisons. Enns'⁵ study recorded three similarities to

⁴Enns, O'Brien, and McLeod, loc. cit.

⁵F. Enns, "A Survey of the Present Status of the Vice-Principals In Divisional & County Schools," (unpublished Master's thesis, The University of Alberta, 1960).

this survey: few districts had developed policies on the role and duties of vice-principals; few principals prepared written lists of duties for vice-principals; the majority of vice-principals desired flexibility to their assignments.

The same study reported two differences to this survey. Approximately 80 per cent recorded the duties of the vice-principal were derived co-operatively by the principal and vice-principal; most vice-principals were not certain of their duties.

The determination of duties was not investigated by O'Brien.

Time and Facilities for Vice-Principals' Duties

The survey revealed the opinion of elementary vice-principals that they had insufficient time released from teaching to perform their assigned duties. However, the secondary group stated they had adequate time to carry out their responsibilities. The study showed that the availability of clerical help for vice-principals was adequate in most schools. In regard to office facilities for vice-principals, it was reported that all secondary vice-principals had separate offices and that most of the elementary group had designated office space, but usually shared the accommodation with the school principal or clerical staff.

Generalization. The report by elementary vice-principals of the need for more time released from teaching to perform their duties would be questioned by the writer. Consideration should be

given to a redistribution of present duties to clerks or other teachers. More time released from teaching for vice-principals could be considered when the role is established as one of principalship preparation.

Comparisons. Enns⁶ reported that principals and vice-principals generally shared offices and that clerical help for vice-principals was uncommon. It was also reported that few vice-principals received sufficient time released from teaching to perform their duties. However, like this writer, Enns questioned the need for additional space, help, and time until the position took on a more professional role.

O'Brien reported similarly that time for duties was limited but had not studied the aspects of office space, and availability of clerical help, in his survey.

Principalship Preparation Programme for Vice-Principals

Most vice-principals, reported their intention to apply for principalships, and to participate in principal preparation programmes. A significantly higher percentage of elementary vice-principals recorded their intentions to apply for principalships.

The survey revealed that few school districts in British Columbia had initiated, or had developed, a principal preparation,

⁶Enns, Ibid.

or in-service programme, for vice-principals. It was reported by most district superintendents that a preparation programme was feasible in the district and most principals accepted that they should be involved in the training of vice-principals.

The study recorded that principals, who had been vice-principals, and incumbent vice-principals, generally, were satisfied with the present vice-principalship role as training for principalships. It was noted that the elementary vice-principals were not as satisfied as the secondary group.

Both principals and vice-principals stated "on the job experience" as the best training. Training or preparation programmes which involved universities were not highly rated by the group. There was also agreement that a principal preparation, or in-service programme, for vice-principals should be developed by the Principals' Associations and the district superintendents.

Generalization. The study revealed that most vice-principals were satisfied, with the exception of some elementary vice-principals, with their present role and duties and felt their training was adequate.

This indicated to the writer that vice-principals, generally, had not realized the potential school leadership role of their present position or the position of the principal to which most aspired. There was, in the opinion of the writer, an over emphasis

on the practical and insufficient stress on theory. The latter could be stressed through an internship programme.

Comparisons. Enns, McLeod, and Ellis⁷ concluded or recommended in their studies, the need for a vice-principals' in-service or principalship preparation programme. The results of this study indicated a similar need exists in British Columbia today.

Women as Vice-principals

The study showed that few women are appointed to vice-principalships in British Columbia. Reasons given for this situation have not been validated objectively.

Furthermore, the study recorded that most principals would not recommend a woman for a vice-principalship, even with all factors, other than sex, being equal. Nor would most principals recommend more women be appointed vice-principals, again the reasons given, by the principals, for their stand were subjective rather than objective.

The survey indicated that if principals retained a voice in the selection of vice-principals, few women would be appointed.

⁷F. Enns, "A Survey of the Present Status of the Vice-Principals in Divisional & County Schools" (unpublished Master's thesis, The University of Alberta, 1960); John Douglas McLeod, "The Urban Assistant Principal of Elementary and Elementary Junior High Schools" (unpublished Master's thesis, the University of Alberta, 1959); and James R. Ellis, "A Study of Career Mobility of Principals in Large Urban School Centres in Western Canada" (unpublished Master of Education thesis, the University of Alberta, Edmonton, 1967).

Generalization. It could be generalized from the study that sex was a primary criterion for the selection of vice-principals in British Columbia schools. This situation disappointed the writer, for two reasons: it eliminated the majority of British Columbia teachers from being considered for vice-principalships; it prevented the promotion of a number of professionally competent women who do have leadership abilities.

Comparisons. The studies of Enns, O'Brien, and McLeod,⁸ like this survey, reported few women vice-principals. The reasons given for the non-appointment of women as recorded by Enns⁹ were similar to those stated in this study.

Extent of Training for Vice-Principals

On review of the whole study it was shown that the extent of training of vice-principals was adequate for the present role, which involved duties of a clerical or routine nature. The present training was not in agreement with reported literature which advocated a professional training for future school leaders.

Only a few school districts appeared to have recognized the potential role of the vice-principal as one which prepared principals,

⁸Enns, O'Brien, and McLeod, loc. cit.

⁹Enns, loc. cit.

and had initiated in-service programmes which gave emphasis to organization, supervision and administration experience and theory. No district reported an internship programme which involved cooperation between the school district and university.

Recommendations

The findings of the study have led to the following related recommendations, which might improve the selection and training of vice-principals for a school leadership role in British Columbia.

1. In order to facilitate a more objective selection of vice-principals, there is a need for school boards to define, or re-define, the present role and duties. If the role of the vice-principal is one of preparation for principalship, provision should be made for carefully planned experiences in administration, organization and supervision activities and sufficient time should be provided for the training process.

2. In order to promote the leadership potential of the vice-principalship, there is a need for school boards to consider the initiation and development of carefully planned, professionally oriented, principalship preparation programmes. Such programmes might provide high calibre principals for the future and might result in better educational service to the school district.

3. In order to prepare the best possible principals' preparation programme there is a need for school boards to consider the

contribution and involvement of various educational individuals and groups. Such individuals and groups as: vice-principals, principals, district superintendents, and faculties of universities might be consulted. Contributions and involvements of these individuals and groups might promote a balanced programme of experience and theory for potential school leaders.

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APPENDIXES

APPENDIX A

DISTRICT SUPERINTENDENTS' MATERIAL

Appendix A-1

3499 Henderson Road,
Victoria, B.C.

April 10, 1967

Dear Superintendent:

Attached to this letter is a questionnaire which will be used to gather data for a Master of Education thesis. May I request your co-operation to take a few minutes to complete the form and then return it to me. A pre-addressed and pre-stamped envelope has been provided.

As I have asked you to help me, I will take a moment to outline the purpose of my thesis and the questionnaire.

In 1959, Enns completed a study "A Survey of the Present Status of the Vice-Principal in Divisional and County Schools in Alberta," and at approximately the same time O'Brien completed a survey for the Royal Commission of Education (Chant) on the roles of principals and vice-principals of B.C. Schools. In reviewing these studies it was interesting to note the similarity. It is my assumption that eight years later the role of the vice-principal has undergone a redefinition; that there has been a shift in the areas of responsibility, and that the criteria for appointment have been clarified in most districts. By gathering data on the "Role of the Vice-Principal" from some one hundred vice-principals and principals in forty selected school districts of British Columbia, I expect to indicate there has been a redefinition of the vice-principal's role.

The questionnaire has been designed to obtain the information with a minimum time involvement of the respondent. Answer questions as directed by checks, numbers, or brief phrases. Should an item not be applicable to your situation, mark it N/A to indicate consideration was given. Please understand that all individual returns will be confidential and the published thesis will include only composite information.

For the study to have validity it is necessary to have a high percentage of returns. Your immediate response will be appreciated. Please use the envelope provided. I would appreciate receiving the replies prior to April 21, 1967.

Your co-operation and assistance is appreciated.

Appendix A-2

3499 Henderson Road,
Victoria, B.C.

April 10, 1967

To: District Superintendents:

You will recall at the Department conference in Victoria March 28 - 31 I requested and received your permission to send thesis questionnaires to your district.

Enclosed in this package you will find the following.

1. A Questionnaire for you, as District Superintendent, to complete
2. Copies of the Questionnaire of the Principals and Vice-Principals for your own files.
3. Packages for the selected schools which contain the Questionnaires for the school principals and vice-principals
4. Self-addressed envelopes for the return of the Questionnaires to my home.

I would appreciate your co-operation in distributing these Questionnaires to the specified schools.

Please note that I have requested the information to be returned to me by April 21. It is my opinion that the Superintendent's Questionnaire will involve 10 minutes time; the Principal's Questionnaire 20; and the Vice-Principal's Questionnaire 40 minutes.

I wish to take this opportunity to thank you for your co-operation in allowing me to conduct my survey in your district. If you wish any pertinent information from the questionnaire would you please advise me and I will attempt to consolidate this information for you at a later date.

Appendix A-3

QUESTIONNAIRE FOR SUPERINTENDENTS

1. In your superintendency is there a
stated policy for the promotion of
teachers to vice-principalships? Yes() No()

2. Is there a stated policy for
promoting vice-principals to principal-
ships? Yes() No()

3. If "Yes" in (1) and/or (2) check number in order
(1 - 4) criteria for appointment
(a) _____ Seniority (c) _____ Administrative ability
(b) _____ Teaching ability (d) _____ Other (specify)

4. Is it the Board's opinion that the
vice-principals fill a definite
administrative need in the schools? Yes() No()

5. Has the Board in the past 5 years
promoted a good, well qualified
teacher to a vice-principalship as a
reward for outstanding service when
retention of this person was not in
question? Yes() No()

6. Does the Board list specific duties
for vice-principals? Yes() No()

(If "Yes" please attach a copy)

7. Is it possible in your superintendency
to arrange inter-visitations to
increase the training experience of
vice-principals? Yes() No()

APPENDIX B

VICE-PRINCIPALS' MATERIAL

Appendix B-1

3499 Henderson Road,
Victoria, B.C.

April 10, 1967

Dear Vice-Principal:

Attached to this letter is a questionnaire which will be used to gather data for a Master of Education thesis. May I request your co-operation to take a few minutes to complete the form and then return it to me. A pre-addressed and pre-stamped envelope has been provided.

As I have asked you to help me, I will take a moment to outline the purpose of my thesis and the questionnaire.

In 1959, Enns completed a study "A Survey of the Present Status of the Vice-Principal in Divisional and County Schools in Alberta," and at approximately the same time O'Brien completed a survey for the Royal Commission of Education (Chant) on the roles of principals and vice-principals of B.C. Schools. In reviewing these studies it was interesting to note the similarity. It is my assumption that eight years later the role of the vice-principal has undergone a redefinition; that there has been a shift in the areas of responsibility; and that the criteria for appointment have been clarified in most districts. By gathering data on the "Role of the Vice-Principal" from some one hundred vice-principals and principals in forty selected school districts of British Columbia, I expect to indicate there has been a redefinition of the vice-principals role.

The questionnaire has been designed to obtain the information with a minimum time involvement of the respondent. Answer questions as directed by checks, numbers, or brief phrases. Should an item not be applicable to your situation, mark it N/A to indicate consideration was given. Please understand that all individual returns will be confidential and the published thesis will include only composite information.

For the study to have validity it is necessary to have a high percentage of returns. Your immediate response will be appreciated. Please use the envelope provided. I would appreciate receiving the replies prior to Friday, April 21, 1967.

Your co-operation and assistance is appreciated.

Appendix B-2

QUESTIONNAIRE TO THE VICE-PRINCIPAL

A. Personal History of the Vice-Principal

The following information is intended to give a composite picture of the vice-principal.

1. Name of school _____
2. Address of school _____
3. Number of pupils _____
4. Number of staff (gross total) _____
5. Type of school
Elementary (a) _____
Elementary Junior Secondary (b) _____
Junior Secondary (c) _____
Junior Senior Secondary (d) _____
Senior Secondary (e) _____
Other (specify) (f) _____
6. Your age _____ 7. Sex _____ 8. Marital Status _____
9. Rate of salary (1967) _____
10. List the professional organization(s) to which you belong _____

Continued...

State the length of your teaching experience in each of the following classifications:

11. Total years of experience in B.C. (a) _____
 In other Canadian provinces (b) _____
 In other countries (c) _____
12. Total experience in rural ungraded schools _____
13. Total experience in elementary grades _____
14. Total experience in junior secondary grades _____
15. Total experience in senior secondary grades
 (It is recognized that there may be
 duplications) _____
16. Total experience in special classes
 (if applicable specify) _____
17. How long did you teach prior to your
 appointment as a vice-principal?
 (Do not include previous experience as
 a vice principal) _____

State or check the length and type of your administrative experience according to the following: (if applicable)

18. Were you a principal of another school prior
 to your acceptance of your present
 position? Yes() No()
19. If "Yes" how many years? _____
20. If "Yes" in what size school (Number of rooms _____
 Check relative location (one only)
 (a) Rural _____
 (b) Village or town _____
 (c) Urban _____

21. How long have you been a vice-principal?

(a) In your present school _____ years

(b) In another school _____ years

22. If you were a vice-principal immediately prior to your present position check the type of school in which you held the position.

(a) Elementary _____

(b) Elementary Junior Secondary _____

(c) Junior Secondary _____

(d) Junior Senior Secondary _____

(e) Senior Secondary _____

(f) Other (specify) _____

23. State your administration experience in education other than as a principal or vice-principal _____

Outline your professional preparation by answering the following:

24. State your professional training in terms of years of university training as evaluated by the Registrar, (Department of Education) _____

25. State degree(s) _____

26. Year and university at which the degree(s) was/were awarded _____

27. Are you presently working toward higher qualifications? Yes() No()

28. Name the qualification you are seeking _____

29. What is your present certification? (Department of Education)

EB____ EA____ PC____ PB____ PA____ PA(Masters)____

30. In which of the following have you taken special courses? Beside each indicate how many courses you have taken. (Credit courses only)

- (a) _____ Supervision _____
- (b) _____ Administration _____
- (c) _____ Guidance or Counselling _____
- (d) _____ Testing _____
- (e) _____ Other (Specify e.g. Remedial) _____
- _____

B. Appointment to the Present Position

The intention of this section is to establish the patterns by which the vice-principals are promoted and appointed.

1. Were you appointed to your present position from:
(check one)

- (a) _____ the staff of your present school?
- (b) _____ the staff of your present district?
- (c) _____ outside your present school system?

2. If (a) how long had you been a staff member in the
school? _____ years

3. If (b) how long had you been a staff member in the
district? _____ years

4. If (c) how long had you been a teacher? _____ Years

5. What was your position on the staff at the time of your appointment? (check appropriate blanks.)

(a) Classroom teacher _____

(i) Elementary _____

(ii) Secondary _____

(b) Teaching principal of a smaller school _____
(or same size)

(i) Elementary _____

(ii) Secondary _____

(c) Teaching principal of a larger school _____

(i) Elementary _____

(ii) Secondary _____

(d) Vice-principal of a smaller school _____
(or same size)

(i) Elementary _____

(ii) Secondary _____

(e) Vice-principal of a larger school _____

(i) Elementary _____

(ii) Secondary _____

(f) Specialist _____ Name field of specialty _____

6. What were your qualifications at the time of your appointment?

(a) Certificate held _____

(b) University training _____ years

(c) Other _____

7. What grade(s) or subjects have you taught since becoming a vice-principal? _____

8. Which of the following were most influential in causing you to accept your present position? (Indicate 3 major influences only, in order of importance 1, 2, 3)

- (a) _____ Salary
- (b) _____ Opportunity for advancement
- (c) _____ Receive training for further advancement
- (d) _____ The reputation of the school was good
- (e) _____ The location of the community
- (f) _____ Desire to live in the community for reasons other than location. (e.g., university, medical, avocational interests)
- (g) _____ Encouragement from the principal
- (h) _____ Encouragement from the superintendent
- (i) _____ The position provided scope for your administrative abilities
- (j) _____ Size of the school
- (k) _____ Other (specify) _____

9. Do you think you were appointed because there was no one else in the system who was qualified? Yes() No()

Which of the following factors were most in your favour when your appointment was being considered by the Board? (indicate 3 major factors in order of importance 1, 2, 3)

- (a) _____ Your ability and qualifications to teach

- (b) _____ Your demonstrated administrative ability
- (c) _____ Your ability to supervise the instructional programme at a particular grade level
- (d) _____ It was a means of retaining you on staff because you were a good teacher
- (e) _____ It was a means of attracting you to the school staff
- (f) _____ It was a way to reward you for past good service
- (g) _____ Your specialist training (admin., counselling, testing) was required in the school
- (h) _____ You had seniority and thus were due for promotion
- (i) _____ Other (specify) _____

C. Duties of the Vice-Principal

This section of the questionnaire deals with the duties of a vice-principal.

1. The following is a check list of duties. Under each of the headings check those duties for which you are completely, or almost completely, responsible.

Administrative Duties

- (a) _____ Testing programme
- (b) _____ Time tables
- (c) _____ Staff meeting agendas
- (d) _____ Distribution of tests
- (e) _____ Distribution of instructional supplies and equipment
- (f) _____ Library administration

- (g) _____ Laboratory administration
- (h) _____ Ordering and requisitioning of supplies
and equipment
- (i) _____ Transfer of pupils
- (j) _____ Collection of monies
- (k) _____ Detentions
- (l) _____ Attendance

2. Supervisory Duties

- (a) _____ In-service training programme
- (b) _____ Teachers' meetings
- (c) _____ Curricular adaptations
- (d) _____ Special subject supervision (Name) _____
- (e) _____ Special grade level supervision (Name) _____

3. Counselling

- (a) _____ Interviewing pupils
- (b) _____ Career events
- (c) _____ Cumulative records
- (d) _____ Teaching Guidance courses

4. Student Activities

- (a) _____ Students' Council
- (b) _____ Yearbook
- (c) _____ Newspaper
- (d) _____ Clubs

- (e) _____ Sports programme
- (f) _____ Social functions
- (g) _____ Fine Arts programme
- (h) _____ Graduation

5. Discipline

- (a) _____ Admission of lates
- (b) _____ Admission of absentees

6. Pupil Supervision

- | | |
|---------------------|-----------------------|
| (a) Halls _____ | (d) Playgrounds _____ |
| (b) Cafeteria _____ | (e) Auditorium _____ |
| (c) At noon _____ | (f) Recess _____ |

7. Clerical Duties

- (a) _____ Letters and correspondence
- (b) _____ Forms: (i) Attendance _____
- (ii) Pupil Records _____
- (iii) Department of Education _____
- (iv) Central Administration _____
- (c) _____ Filing System
- (d) _____ Supervise clerical help

8. Other Duties

List below duties for which you are primarily responsible but which were not included in the lists above

9. What is the average number of hours per week exclusive of teaching that you spend on your duties as vice-principal? (Estimate with reasonable accuracy) _____ hrs. per week

10. In performing your duties do you refer all matters to the principal before action? Yes() No()

11. Is your role distinct from the principal's in that you assume complete responsibility for certain specified duties? Yes() No()

12. In all fairness could your present duties be performed as well by other staff members if the duties were equitably distributed? Yes() No()

D. How the Vice-Principal's Duties are Determined

1. Does your school system set out a specific policy or list of duties of the vice-principal? Yes() No()

2. If "Yes" how are these duties determined? (Mark one)

(a) _____ Through the Principals' Association

(b) _____ By the Board in consultation with the Principals' Association

(c) _____ By the Board

(d) _____ By the Superintendent

(e) _____ By the Principal of the school

(f) _____ Other (specify) _____

3. If no specific policy is outlined, how are your duties assigned? (mark one)
- (a) _____ By the principal
- (b) _____ By the superintendent
- (c) _____ By the principal in consultation with you
- (d) _____ Other (specify) _____
4. Do you know what is required of you at all times?
- (a) _____ Specifically
- (b) _____ In a general way
- (c) _____ Duties are vague, you don't really know
5. If you do not know at all times what your duties are:
- (a) Do you think it desirable to have a specific list of duties? Yes() No()
- (b) Do you think it is desirable to have organization more flexible than is suggested by a list of duties? Yes() No()

E. Payment of Vice-Principals

This section is interested in How, and How Much, a vice-principal is paid for his role.

1. As a vice-principal do you receive: (mark one)
- (a) _____ A basic teacher's salary plus a common vice-principal's allowance?
- (b) _____ A basic teacher's salary plus a percentage of the principal's allowance for that school?

2. If the principal's allowance is based on per teacher or per classroom, does it include the principal or his classroom? Yes() No() NA()
3. If the principal's allowance is computed as in question 2, are you or your classroom inclusive in your allowance? Yes() No() NA()
4. What is the amount of your vice-principal's allowance? (This is exclusive of basic salary) \$ _____

F. Provision for Accepting or Discharging Assigned Responsibilities

This section tries to determine the extent to which provision is made for the vice-principal to carry out his duties effectively.

1. Do you have your own office in the school? Yes() No()
2. Do you share the principal's office? Yes() No()
3. Do you have space in the general office? Yes() No()
4. Do you have clerical assistance provided for your own use? Yes() No()
5. If "4" is "Yes" indicate to the nearest half day the amount of assistance per week to you as vice-principal. _____

6. Approximately how many minutes per week are you relieved from teaching during the normal instructional periods? _____
7. Approximately how many minutes of the above are you assigned to supervision of "study classes"? _____
8. Approximately how many minutes per week should you be released from instruction and supervision of study classes to perform your duties adequately? (Your own estimate) _____

G. The Vice-Principalship as a Training for Educational Leadership

This section will investigate the question of how well the vice-principal's experience is preparing him for promotion to principalship.

1. Is it your intention to apply for a principal's position in the future? Yes() No()
2. If "Yes" (you are planning to become a principal) how well is your present position preparing you for such a promotion?
 - (a) _____ Very well
 - (b) _____ Adequately
 - (c) _____ Inadequately
3. If it is your opinion that you are being inadequately prepared, which two of the following are the most applicable reasons? (Mark two only in order of importance, e.g., 1, 2)
 - (a) _____ Lack of varied experience in all the duties of the principal

- (b) _____ Insufficient co-operation from the principal
- (c) _____ Lack of a planned programme of in-service training in the duties of the principal
- (d) _____ Lack of scheduled time to experience phases of the school operation
- (e) _____ Lack of effective example from the present principal
- (f) _____ Other. (State) _____

4. Estimate the amount of experience in years you would require to be competent to assume the principalship of a:

- (a) 12-room Elementary school _____
- (b) 12-room Secondary school _____

5. Does your school system have a specific programme which attempts to prepare vice-principals for promotion? Yes() No()

(a) If "Yes" please outline the plan briefly on the reverse side of this page.

(b) If "No" would you participate in a programme scheduled out of school hours? Yes() No()

6. Which three, in your opinion, are the most desirable activities for an in-service programme (Mark 3 only, your priority 1, 2, 3)

- (a) _____ Study groups for vice-principals
- (b) _____ Workshops for vice-principals with superintendents and vice-principals
- (c) _____ Active experience in your own school with specifically assigned tasks
- (d) _____ University credit courses in administration and supervision

- (e) _____ A programme of professional reading
- (f) _____ Scheduled visitations to other schools to
observe and discuss duties of other vice-
principals
- (g) _____ Internship programme developed with the
University for credit

7. Who, in your opinion, should take the responsibility for building a training programme such as this?
(Mark one)

- (a) _____ The Superintendent
- (b) _____ The School Board
- (c) _____ The Principals' Association
- (d) _____ The Department of Education
- (e) _____ The University (Faculty of Education)
- (f) _____ The Vice-principals

8. Rate the following as of value or of doubtful value for preparation to assume the principalship of a school (Mark "V" for "Value, and "D" for "Doubtful Value.")

- (a) _____ Broad varied teaching experience
- (b) _____ University training in education
administration
- (c) _____ Observing the work of a good principal
- (d) _____ Advice from the Principal
- (e) _____ Advice from the Superintendent
- (f) _____ Working under the direction of a good
principal
- (g) _____ Working in a Principals' Association
- (h) _____ Professional Reading

H. Relations Between Principal and Vice-Principal

This section explores the degree of harmony that exists between the two chief officers of the school.

1. Do you work harmoniously with the principal? Yes() No()
2. Is school policy developed co-operatively by the principal and you? Yes() No()
3. To which three of the following do you attribute your relationship with the principal? (Mark 1, 2, 3)
 - (a) _____ Similarity or difference in temperament
 - (b) _____ Similarity or difference in philosophy
 - (c) _____ Similarity or difference in age
 - (d) _____ Similarity or difference in outlook of life
 - (e) _____ Personal friendship
 - (f) _____ Mutual respect, or lack of respect for professional competence
 - (g) _____ Co-operative attack on problems
 - (h) _____ Other (specify) _____
4. Relation between the Vice-Principal and other staff members.

Check one of the following which most adequately describes your relationship with the majority of the staff members.

- (a) _____ Treated as one of the group
- (b) _____ Treated with deference
- (c) _____ Looked upon for assistance and guidance with classroom problems

APPENDIX C

PRINCIPALS' MATERIAL

Appendix C-1

3499 Henderson Road,
Victoria, B.C.

April 10, 1967

To: The Principal:

This is to advise you that I have contacted your District Superintendent of Schools and he has approved the circulation of this material in your school. It is understood that the completion of the Questionnaire is voluntary.

I would appreciate you expediting the circulation and return of the materials.

Appendix C-2

3499 Henderson Road,
Victoria, B.C.

April 10, 1967

Dear Principal:

Attached to this letter is a questionnaire which will be used to gather data for a Master of Education thesis. May I request your co-operation to take a few minutes to complete the form and then return it to me. A pre-addressed and pre-stamped envelope has been provided.

As I have asked you to help me, I will take a moment to outline the purpose of my thesis and the questionnaire.

In 1959, Enns completed a study "A Survey of the Present Status of the Vice-Principal in Divisional and County Schools in Alberta," and at approximately the same time O'Brien completed a survey for the Royal Commission of Education (Chant) on the roles of principals and vice-principals of B.C. Schools. In reviewing these studies it was interesting to note the similarity. It is my assumption that eight years later the role of the vice-principal has undergone a redefinition; that there has been a shift in the areas of responsibility, and that the criteria for appointment have been clarified in most districts. By gathering data on the "Role of the Vice-Principal" from some one hundred vice-principals and principals in forty selected school districts of British Columbia, I expect to indicate there has been a redefinition of the vice-principal's role.

The questionnaire has been designed to obtain the information with a minimum time involvement of the respondent. Answer questions as directed by checks, numbers, or brief phrases. Should an item not be applicable to your situation, mark it N/A to indicate consideration was given. Please understand that all individual returns will be confidential and the published thesis will include only composite information.

For the study to have validity it is necessary to have a high percentage of returns. Your immediate response will be appreciated. Please use the envelope provided. I would appreciate receiving the replies prior to Friday, April 21, 1967.

Your co-operation and assistance is appreciated.

QUESTIONNAIRE TO PRINCIPALS

A. Personal History of Principals

The data in this section are intended to complement information gathered from vice-principals through another questionnaire.

1. Name of school_____
2. Address of school_____
3. Number of pupils _____
4. Number of staff (gross total)_____

Personal Information

5. Teaching certificate held
EB() EA() PC() PB() PA() PA(Masters) ()
6. List of degree(s) (if applicable)_____
7. Years of experience as a principal_____
8. Years of experience as a vice-principal_____
9. Total years of experience as a teacher_____
10. What was your position prior to your appointment to your present school. (Check one)
 - (a)_____Principal of a smaller school
 - (b)_____Principal of a larger school
 - (c)_____Vice-principal of a school
 - (d)_____Classroom teacher
 - (e)_____Counsellor
 - (f)_____Other (specify)

Continued....

11. How long were you in the above position? _____
12. In what type of school? (Mark one)
- (a) Elementary _____
 - (b) Elementary Secondary _____
 - (c) Junior Secondary _____
 - (d) Junior Senior Secondary _____
 - (e) Senior Secondary _____
13. Number of classrooms in the previous school? _____
14. Was your previous position in your present school? Yes() No()
15. Was your previous position in your present school system? Yes() No()
16. Rate your experience as a vice-principal in terms of preparation for your promotion to principalship by circling the appropriate term. (Circle one)
- Excellent, Good, Satisfactory, Fair, Poor
17. Did you proceed through a well defined programme of training prior to your promotion to principalship? Yes() No()
18. Which was of most value in your training
- (a) Observing your principal _____
 - (b) Assisting your principal _____
19. What other experiences were valuable as training?
- _____
- _____

B. The Value of the Vice-Principal to the Principal

1. Rate the vice-principal's assistance in helping you operate the school by circling the appropriate one of the following (Circle one)

Excellent, Good, Satisfactory, Fair, Poor

2. In all fairness, could his work, if equitably distributed, be done as well by other staff members? Yes() No()

3. Does the vice-principal's assistance free you for supervision of instruction in the school? Yes() No()

4. If "No" which two of the following are most responsible? (Mark 1 & 2)

(a) _____ His lack of free time

(b) _____ His lack of ability

(c) _____ His lack of interest

(d) _____ His lack of training

(e) _____ Personality conflict between you

(f) _____ Other (specify) _____

5. In your opinion, approximately how much time per week, apart from teaching and supervision of study classes, is required for the vice-principal to carry out his area of responsibility in your school? _____ Hours

C. Appointment of the Vice-Principal

1. Which of the following factors were most important in the appointment of your present vice-principal (Indicate 3 factors only in order of importance 1,2,3)

(a) _____ His ability and qualifications to teach

(b) _____ His demonstrated administrative ability

- (c) _____ His ability to supervise the instruction programme at a particular grade level (or subject area)
Name grade or subject _____
- (d) _____ It was a means of retaining a good teacher on staff
- (e) _____ It was a means of attracting a good teacher to the staff
- (f) _____ It was a way to reward him for past good service
- (g) _____ His specialist training was needed in the school
Name the specialty _____

D. Training of the Vice-Principal

1. Do you consider it part of your job to train your vice-principal and prepare him for promotion? Yes() No()
2. If "No" who should assume the responsibility for a training programme for vice-principals? _____
3. Is your vice-principal being encouraged to prepare for assuming a principalship? Yes() No()
4. Have you, as principal, defined the vice-principal's duties and responsibilities? Yes() No()
5. Do you have a written list of duties for a vice-principal? Yes() No()
6. If "Yes" how closely are they being carried out? (Circle one)

Always, Usually, Sometimes, Never

4
Continued....

E. Women as Vice-Principals

1. Is your vice-principal a woman? Yes() No()

2. Is it your opinion that women can do
as good a job as a man in the vice-
principalship? Yes() No()

3. Explain why or why not? (Short statement) _____

4. Other factors being equal would you
recommend a woman to be your vice-
principal? Yes() No()

5. Is it your opinion that more women should
be promoted to vice-principalships
than at present Yes() No()

Explain briefly _____

APPENDIX D

DISTRIBUTION OF QUESTIONNAIRES TO
SCHOOL DISTRICTS AND SCHOOLS

Appendix D-1

DISTRIBUTION OF QUESTIONNAIRES TO DISTRICT SUPERINTENDENTS,
PRINCIPALS AND VICE-PRINCIPALS INDICATING
SUPERINTENDENCY AND SCHOOL

| <u>District Superintendent</u> | <u>Schools</u> |
|--|--|
| P. B. Pullinger, Dist. Supt. of Schools, Cranbrook, B.C. | Central Elementary Fernie Elem. Secondary Mt. Baker Secondary |
| E. E. Lewis, Dist. Supt. of Schools, Kimberley, B.C. | Watkins Elementary McKim Jr. Secondary David Thompson Secondary |
| W. A. Marchbank, Dist. Supt. of Schools, Nelson, B.C. | Central Elementary L. V. Rogers Secondary |
| G. C. Bissell, Dist. Supt. of Schools, Castlegar, B.C. | Twin Rivers Elementary Stanley Humphries Secondary |
| C. S. McKenzie, Dist. Supt. of Schools, Trail, B.C. | L. J. Morrish Elementary Trail Jr. Secondary Rossland Secondary J. L. Crowe Secondary |
| C. Cuthbert, Dist. Supt. of Schools, Oliver, B.C. | Grand Forks Elementary Oliver Elementary Osoyoos Elem. Junior Grand Forks Secondary South Okanagan Secondary |
| G. M. Paton, Dist. Supt. of Schools, Penticton, B.C. | O'Connell Elementary McNicoll Park Jr. Secondary |
| C. A. Bruce, Dist. Supt. of Schools, Revelstoke, B.C. | Mountain View Elementary Revelstoke Secondary |

F. L. Irwin,
Dist. Supt. of Schools,
Vernon, B.C.

F. J. Orme,
Dist. Supt. of Schools,
Kelowna, B.C.

N. A. Allen,
Dist. Supt. of Schools,
Kamloops, B.C.

R. E. Flower,
Dist. Supt. of Schools,
Williams Lake, B.C.

D. L. Feir,
Dist. Supt. of Schools,
Quesnel, B.C.

Dr. J. I. MacDougall,
Dist. Supt. of Schools,
Chilliwack, B.C.

W. J. Mouat,
Dist. Supt. of Schools,
Abbotsford, B.C.

D. D. Stafford,
Dist. Supt. of Schools,
Murrayville, B.C.

E. Marriott,
Dist. Supt. of Schools,
Cloverdale, B.C.

Beairsto Elementary
W. L. Seaton Jr. Secondary
Clarence Fulton Secondary

Rutland Elementary
Glenmore Elementary
Kelowna Senior Secondary
Dr. Knox Secondary
Rutland Secondary

Arthur Hatton Elementary
Chase Elementary-Secondary
John Peterson Jr. Secondary
Kamloops Senior Secondary
North Kamloops Secondary

Williams Lake Elementary
100 Mile Elementary
Williams Lake Sr. Secondary

Cariboo Jr. Secondary
Quesnel Secondary

Watson Elementary
Chilliwack Jr. Secondary
Chilliwack Sr. Secondary

Abbotsford Jr. Secondary
Abbotsford Sr. Secondary

Aldergrove Secondary

Cloverdale Elementary
West Whalley Elementary
Prince Charles Elementary
Wm. Beagle Jr. Secondary
Queen Elizabeth Secondary

R. F. Thorstenson,
Dist. Supt. of Schools,
Ladner, B.C.

G. W. Graham,
Dist. Supt. of Schools,
Richmond, B.C.

S. J. Graham,
Dist. Supt. of Schools,
New Westminster, B.C.

C. I. Taylor,
Dist. Supt. of Schools,
Burnaby, B.C.

R. B. Stibbs,
Dist. Supt. of Schools,
District #43 (Coquitlam),
New Westminster, B.C.

W. E. Lucas,
Dist. Supt. of Schools,
North Vancouver, B.C.

H. C. Ferguson,
Dist. Supt. of Schools,
West Vancouver, B.C.

R. B. Cox,
Dist. Supt. of Schools,
Prince Rupert, B.C.

D. H. MacKirdy,
Dist. Supt. of Schools,
Terrace, B.C.

Richardson Elementary
Delta Secondary

Garden City Elementary
Lord Byng Elementary
James Gilmore Elementary
Hugh Boyd Jr. Secondary
Robert C. Palmer Secondary

Sir Richard McBride Elementary
New Westminster Secondary

Kitchener Heights Elementary
Westridge Elementary
Edmonds Elem. Junior
Moscrop Jr. Secondary
Burnaby South Secondary

Porter Street Elementary
Austin Heights Elementary
Montgomery Jr. Secondary
Centennial Secondary

Capilano Elementary
Ridgeway Elementary
Balmoral Jr. Secondary
Delbrook Secondary

Sentinel Secondary
West Vancouver Secondary

King Edward Elementary
Booth Memorial Jr. Secondary

Muheim Memorial Elementary
Skeena Secondary
Smithers Secondary

J. Evans,
Dist. Supt. of Schools,
Vanderhoof, B.C.

Burns Lake Elementary
Lakes District Secondary

J. L. Canty,
Dist. Supt. of Schools,
Dawson Creek, B.C.

Central Jr. Secondary
South Peace Secondary

A. D. Jones,
Dist. Supt. of Schools,
Duncan, B.C.

Duncan Elementary
Cowichan Secondary

W. H. Gurney,
Dist. Supt. of Schools,
Port Alberni, B.C.

Gill Elementary
Alberni Secondary

C. E. Ritchie,
Dist. Supt. of Schools,
Courtenay, B.C.

Comox Elementary
Lake Trail Jr. Secondary
Courtenay Sr. Secondary

W. J. Logie,
Dist. Supt. of Schools,
Campbell River, B.C.

Cedar Elementary
Campbell River Jr. Secondary

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